

DOCUMENT RESUME

ED 046 888

08

SP 004 635

AUTHOR Bernstein, Allen L.; Demak, Leonard S.
TITLE Designing New Careers in the Educational Services.
Final Report.
INSTITUTION Wayne County Intermediate School District, Detroit,
Mich.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau
of Research.
BUREAU NO BR-9-0356
PUB DATE Dec 70
GRANT OEG-5-9-320256-0069
NOTE 114p.; Chapters 4 and 5 have been published
separately as a booklet entitled "Designing
Paraprofessional Careers in the Educational Service"

EDRS PRICE MF-\$0.65 HC-\$6.58
DESCRIPTORS Career Opportunities, Interpersonal Relationship,
Job Training, *Occupational Mobility,
*Paraprofessional School Personnel, *Personnel
Selection, *Staff Utilization, Teachers, *Training

ABSTRACT

The study examined the tasks performed by paraprofessionals in order to 1) obtain operational job descriptions; 2) establish career ladder hierarchies; and 3) establish bases for recruitment, assignment, and training. Data were gathered by 1) questionnaires on which paraprofessionals and professionals checked tasks performed and rated them for difficulty, importance, and appropriateness for paraprofessionals; 2) in-depth interviews of 23 paraprofessionals and professionals; 3) systematic observation of 12 superior classroom aides. With the work of the parallel EPDA Paraprofessional Training Project, a Taxonomy of Paraprofessional Tasks was used as the basis of a hierarchy of tasks, and a three or four step career ladder. Many different positions were then related to this career ladder. The Taxonomy categorized tasks as "non-interactive," i.e., clerical, housekeeping, or technical, and "interactive," i.e., clerical, monitorial, or tutorial. Important findings are: 1) The career ladder concept based on the Taxonomy described is viable. 2) Personnel should be selected in terms of ability to effectively perform or potential for learning interactive tasks. 3) Working situations should provide more interaction between paraprofessional and professional. (An appendix contains the instruments used in the study.) (Author/RT)

FINAL REPORT

Project No. 9-0356
Grant No. OEG 5-9-320256-0069

DESIGNING NEW CAREERS IN THE EDUCATIONAL SERVICES

Allen L. Bernstein, Ed. D.
and
Leonard S. Demak, Ed. D.

Wayne County Intermediate School District
1500 Kales Building
Detroit, Michigan 48226

December 1970

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT

BOARD OF EDUCATION

NORMAN O. STOCKMEYER
President

RALPH E. JOHNSON
Vice President

MRS. HELEN FIELD
Secretary

CARL W. MORRIS
Treasurer

REV. DARNEAU V. STEWART
Trustee

ADMINISTRATION

WILLIAM A. SHUNCK
Superintendent

WILLIAM C. MILLER
Deputy Superintendent

CLARE E. EBERSOLE
Assistant Superintendent

TABLE OF CONTENTS

		Pages
Acknowledgements		i
Abstract		ii
Chapter I	The Problem	1
	Objectives	1, 2
Chapter II	Procedures	
	A. Questionnaires	6
	B. Observations	10
	C. Interviews	11
	Review of the Literature	15
Chapter III	Data and Analysis	
	A. Questionnaires	16-29
	Findings	17-19
	B. Observations	30-34
	Findings	30, 31
	C. Interviews	35, 36
	Findings	35, 36
	Rationale for Findings	37, 38
Chapter IV	General Findings	43
	A Taxonomy of Paraprofessional Tasks	43
	A Model Hierarchy of Tasks	44
	Chart II - Levels of Interacting Tasks	46
	The Model Applied to Other Paraprofessional Positions	48
	Summary of Findings	52
Chapter V	Recommendations	
	Questions to be Answered	53
	Question - A	53
	Question - B	56
	Question - C	56
	Question - D	59
	Bibliography	
Chapter VI	Dissemination	65
Appendix A	Instruments	68
Appendix B	Bibliography	108

ACKNOWLEDGEMENTS

We wish to express our gratitude to the paraprofessionals, professional teachers, counselors, school community agents and administrators who gave their time, energy and wisdom to the activities of the study. Most of them work in the public school districts of Wayne County, but we received assistance in neighboring counties and at the state level. We wish, in particular, to thank Dr. James Neubacher and the staff of the Great Cities School Improvement Project of the Detroit Public Schools.

Abstract

The study examined the behavioral tasks performed by paraprofessionals in order to:

- (1) obtain operational job descriptions
- (2) establish career ladder hierarchies
- (3) establish bases for recruitment, assignment and training.

Data were gathered by:

- (1) Questionnaires on which paraprofessionals and professionals checked tasks performed and rated them for difficulty, importance, and whether selected tasks are appropriate assignments for paraprofessionals
- (2) In-depth interviews of 23 paraprofessionals and professionals
- (3) Systematic observation of 12 superior classroom aides.

With the work of the parallel EPDA Paraprofessional Training Project, a Taxonomy of Paraprofessional Tasks was used as the basis of a hierarchy of tasks, and a three or four step career ladder. Many different positions were then related to this career ladder. The Taxonomy categorized tasks as:

Non-Interactive	Interactive
Clerical	Clerical
Housekeeping	Monitorial
Technical	Tutorial

The term Interactive refers to verbal and non-verbal communication with other people, with intent to influence behavior to some degree. The hierarchy states the more important and more difficult tasks are Interactive and describes the aspects of each level of the hierarchy.

The important findings are:

- (1) The career ladder concept based on the Taxonomy described is viable
- (2) Personnel should be selected in terms of ability to effectively perform or potential for learning Interactive tasks
- (3) Training programs should:
 - (a) focus on Interactive tasks
 - (b) emphasize on-the-job training
 - (c) make use of role playing situations as a workshop technique.
- (4) Working situations should provide more interaction between paraprofessional and professional for planning and evaluation.

A booklet entitled "Designing Paraprofessional Careers in the Educational Services" has been published separately. It consists of Chapters IV and V of this report and details findings and recommendations.

CHAPTER I

1

THE PROBLEM

This research effort examining a particular area of the paraprofessional concept reflects an interest going back to 1966 when the Wayne County Intermediate School District submitted to ESEA, Title III, a proposal for studying the many aspects of paraprofessionalism.* These aspects included recruitment, selection, training, placement, remuneration, and evaluation of paraprofessionals in the schools of Detroit and 42 other local districts which then comprised the school districts in Wayne County, Michigan.

The proposal was funded and the Study completed.* The findings of the study served as the foundation for a second proposal designed to implement programs based on recommendations emerging from the Study. That proposal was submitted for funding under the terms of the Education Professions Development Act. It was funded and operated from June 1969 to September 1970. Another challenging area for investigation emerged from the Study and is the subject of this investigation.

This research is one part of a larger plan. Each part has been developed so that it complements the others. Each is predicated on the same idea -- that the use of trained paraprofessionals working in schools to provide at-the-elbow help for teachers and students is a sound idea. It is based on the belief that there is unlimited potential for positive educational change through the prudent utilization of trained assistants in every area of professional service in schools.

The primary goal of this study was to help with the problems of:

- I. Institutionalizing the process whereby paraprofessionals will contribute significantly to school programs, and
- II. Providing the framework in which programs and curriculums will be developed to enable large number of persons to prepare themselves for, and to be employed in satisfying, self-realizing school positions. Many individuals currently unemployed or underemployed are appropriate candidates for such employment.

To accomplish these over-all goals the following specific objectives were the focus of this research project:

1. Identify a reasonably small number of paraprofessional positions in educational services.

*"The Practice and the Promise: Paraprofessionalism in the schools of Wayne County, Michigan" Wayne County Intermediate School District, Sept 1968.

2. Determine paraprofessional positions through analysis and grouping of tasks in the various jobs. Analysis will consist of defining required skills, knowledge, training and experience needed in task performance.
3. Rank positions from simple to complex according to the skills, knowledge, training and/or experience required for successful functioning on the job.
4. Develop a school paraprofessional career ladder based on these rated positions.
5. Describe each position in functional terms according to clearly delineated performance goals.
6. Provide career mobility by building each paraprofessional position into the career ladder framework. All paraprofessional positions will be based on a common core of skills, but beyond these a person will be able to attain a position commensurate with the level of skills he has reached.

In order to define the problem clearly, the first study, completed in 1968 examined the problem of defining the term paraprofessional. It is appropriate to review the answers to two questions generated by this work:

Question No. 1

What is the job of the school paraprofessional? At what point does the work of the paraprofessional conflict with the legal and ethical responsibilities of the professional?

Answer: The Limits of Paraprofessionalism.

The purpose of employing school paraprofessionals is to make it possible for the certificated person to use his skill and training more effectively. The paraprofessional will not replace the classroom teacher. The tasks performed by the paraprofessional are under the direct supervision of the professional.

Questions concerning the limitations of the school paraprofessional are raised frequently. What should the paraprofessional be permitted to do? What should the paraprofessional not be permitted to do? These questions are central to the issues of role definition and procedures to be established for granting of credentials, certificates or licenses. Clearly, the school professional performs a variety of tasks, the range

of which extends from simple behaviors requiring no training and little ability to those behaviors that require special talents and perceptions, supported by extensive training and experience.

The line that separates the professional from the paraprofessional can best be drawn by considering the following precepts:

1. Diagnosing of student needs is a professional task.
2. Prescribing instruction programs is a professional task.
3. Selecting appropriate materials is a professional task.
4. Presenting or teaching content is a professional task.
5. Counseling with students is a professional task.
6. Evaluating student progress and achievement is a professional task.
7. Initiating, determining the why, the how, the where, and the when are professional tasks.

The professional is the decision-maker for the implementation of the educational program. The paraprofessional does those things that he is directed to do, working under the supervision of the certificated person.

Question No. 2.

What kinds of paraprofessional positions are currently held?
What additional positions should there be?

Answer: In October, 1967 a Survey of Paraprofessionals in Wayne County Schools was completed. It showed:

- a. Out of 43 school districts surveyed 37 responded and 26 employed paraprofessionals.
- b. In Wayne County schools, public and nonpublic, approximately 7000 persons were used as paraprofessionals -- about 5000 were paid workers and the balance were volunteers.
- c. Most paraprofessionals were employed in elementary schools; many were in pre-school programs.

d. Remuneration ranged from an hourly rate of \$1.25 to \$3.50, with a median figure of \$2.00.

e. Funding sources for paraprofessionals were estimated:

ESEA (Title I)	55%
OEO	30%
Local & State Aid	15%

f. The three categories employing the largest number of paraprofessionals were:

1. Library aide, 15 districts
2. Classroom aide, 14 districts
3. General school aide, 7 districts

The Study identified twenty-six paraprofessional positions in the County. These are persons who work in areas such as:

- | | |
|--------------------------|-------------------------------|
| 1. Classroom | 14. Materials Resource Center |
| 2. Audio-Visual | 15. Special Talent |
| 3. School Counselor | 16. Special Skills |
| 4. Cafeteria | 17. Crisis Center |
| 5. General | 18. Playground |
| 6. Community | 19. Reading improvement |
| 7. School Hospitality | 20. Special Education |
| 8. Departments | 21. Speech Correction |
| 9. Library | 22. Attendance |
| 10. Testing Service | 23. Bus Attendant |
| 11. Teacher Clerical | 24. Theme Reading |
| 12. School Security | 25. School Health Clinic |
| 13. After-School Program | 26. Laboratory |

The answer to Question One, "What is the job of the school paraprofessional?" clarifies the notion that the purpose of having the paraprofessional is to perform tasks that would have been previously performed by the professional, or neglected for lack of time. This kind of definition is eminently sensible. The answer to Question One is most directly applicable to the position of classroom aide. Our work showed us that not all positions listed in the answer to Question Two met this criterion. For example, the position of bus attendant who performs a useful and important task, particularly in buses transporting handicapped children, would not be considered a paraprofessional position. This definition is important because the meaning of the word paraprofessional has been the subject of contract negotiations between teacher organizations and school boards at which time the question of whether bus drivers,

cafeteria employees and school secretaries are to be considered as paraprofessionals has been argued. The definition that the paraprofessional performs tasks that would have been performed by the professional or neglected for lack of time is used in this report.

The statement in the answer to Question One that the paraprofessional does those things he is directed to do working under professional supervision works very well for classroom aides and other aides in the school building. Some positions which require the paraprofessional to travel, such as the attendance aide, or the school community aide, demand the exercise of initiative to a degree not anticipated in this definition. We will speak to this issue in Chapters IV and VI.

Further developments in the previous study and this one lead to a question not stated in the previous report.

Question 3:

What additional recommendations can the investigators make to those with responsibility for hiring and training paraprofessionals about:

- a. Personnel Selection
- b. Training Programs

Since the report "The Practice and the Promise" was published there has been a substantial decline in the employment of paid paraprofessionals in the school districts of Wayne County. The report included the figures described above in the answer to Question One. Accurate figures are not available for the entire County but our information from Detroit Public Schools indicates a total of about 2600 employees, and Detroit employed the bulk of the 5000 paid paraprofessionals reported earlier. This decline is directly attributable to cutbacks in appropriations supporting ESEA and other legislation designed to support special projects.

We do not believe that this decline affects the validity of this study in any way. Our purpose was to get information which would aid school districts and other educational agencies to better exercise whatever options are available to them.

Answers to the three questions stated above and discussion of the six specific objectives are the basic thrust of this report.

CHAPTER II

PROCEDURES

The description which follows and the data analysis in Chapter III relate particularly to objectives 1 and 2 listed in Chapter I:

1. To identify a reasonably small number of paraprofessional positions in educational services.
2. To determine paraprofessional positions through analysis and grouping of tasks.

The realization of the other 4 objectives and further discussion of the 3 questions stems from the information thus described, is largely conceptual and is described in Chapters IV and V.

The data was gathered by:

A. Questionnaires

Four questionnaires given to aides, teachers and other professionals are described below.

B. Observations

Twelve classroom aides were systematically observed. Details are given below.

C. Interviews

Indepth interviews conducted of 23 professionals and paraprofessionals are described.

A. QUESTIONNAIRES:

The work of the first study and the parallel Paraprofessional Training Project had produced much data about specific tasks performed by classroom and library aides. We produced a category scheme for the large number of tasks listed as follows:

1. Clerical
2. Housekeeping
3. Work with individual students
4. Work with groups of students
5. Talk with the teacher
6. Talking or making phone calls

7. Monitoring
8. Reading
9. Idle Time
10. Other

Category 9, Idle time was entered in anticipation of the observation scheme described in a later section.

It was decided to create a check list questionnaire, so that aides could be asked whether they actually performed these tasks, and how often. They were also asked to assess the tasks for difficulty. The first page of this questionnaire for Classroom Aides is shown below. See Appendix A for complete versions of all the instruments used. The Teacher Aide questionnaire listed 201 tasks derived from the earlier data. A separate questionnaire was so constructed for resource center or library aides.

With the cooperation of the Great Cities Program of Detroit Public Schools, these questionnaires were administered to 190 paraprofessionals on December 22, 1969, in conjunction with a training program. Of the papers returned, we were able to use 159 returned by classroom aides and 8 returned by resource center aides. For analysis, see Chapter III.

After the data were analyzed, several considerations led to a revised instrument and revised procedures.

1. Difficulty should be assessed by people other than the paraprofessional. Teachers and Administrators might have views different from paraprofessionals.
2. The difficulty of a task is not necessarily related to its importance. A task might be easy and important or difficult and unimportant, as well as the other way around.

The revised questionnaire was administered to Classroom aides, Teachers with experience working with Classroom aides, and Teachers without such experience. Four school districts participated:

1. Detroit Public Schools
2. Ecorse Public Schools
3. Wayne Community Schools
4. Oak Park Public Schools

School District _____

Job Title _____

Check One: Elementary _____
Junior High _____
Senior High _____

Experience _____ years _____ months

Did you have a training program? Yes _____ No _____

Sex: Male _____ Female _____

Age: 17-19 _____
20-22 _____
23-27 _____
27-30 _____
30-40 _____
40-65 _____
66 or over _____

This task is of _____ difficulty
No _____ Moderate _____ Great _____
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

	Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
B. I. Clerical Tasks						
1. Order materials:						
Pull order cards						
Search for incorrect orders						
Check for purchase information						
Type requisition						
1a. Books - fill in orders						
1b. AV equipment & supplies, order films						
Consult catalogue for new equipment						
2. Receive, catalogue, code and store materials						
Check new materials against invoices						
Verify catalogue & order cards						

15

15

15

15

The work was done in July 1970. The four districts participating had such personnel involved in summer programs. Forty aides and 41 teachers completed the questionnaire. The first page of the instrument is shown below. It was recognized that the question of importance implies the question "Important for what?" The two categories listed

(1) Importance for learning

(2) Importance for the smooth operation of the school

cannot be considered exhaustive. However, in our judgment they take in much of the territory.

The staff of the Paraprofessional Training Project continued to be identified with the problem of task definition, particularly with the tasks of classroom aides. They derived a list of 50 tasks, such as:

Listening to a pupil tell a story

Keeping classroom reference books orderly

On a response sheet, people participating in workshops and conferences were asked to categorize each task as "appropriate" or "Inappropriate" for a paraprofessional to do. After some experience with the instrument, it was administered at a statewide conference in Lansing, Michigan to 236 people in six job categories. The response sheets were collected and given to us. They have provided useful data.

B. OBSERVATIONS

One question to which we addressed ourselves was "What portion of his (her) working time does a classroom aide spend on each type (category) of task"?

The design called for an observer watching an aide at work, and recording every 3 minutes what the aide was doing at that instant. The aide was observed for a total of 6 half days, yielding approximately 200 codes. Each item was recorded in two forms:

1. A brief statement, as "Having children read"
2. A code number according to the category scheme used on the questionnaires.

The 200 codes could be converted into percents in each category.

The written comments were coded independently by the project director as an objectivity check. Some disagreements were found, but the percent of agreement was excellent, exceeding 95% for most of the half day records.

Observers were also responsible for asking the Aide "Was this a typical day? If not, why?", and for recording their judgments about the classroom climate.

The 10 Aides observed were chosen by the Detroit Public Schools Great Cities Project, 8 in elementary and 2 in Junior high schools. The Administrator making the choice was asked to recommend outstanding aides. We did not want a random sample from the aide population. Our purpose was to make recommendations for good practice, and therefore chose to observe the best practice we could find.

Four college students were hired as observers, all with background in Sociology and Psychology. They met with Drs. Bernstein and Demak for a half day training session, and reported back periodically with the data, their questions and assessments.

C. INTERVIEWS

The reader is aware at this point, that a considerable portion of our investigation related directly to the position of classroom aide. There were two reasons for this:

1. Classroom aides constitute the bulk of employment in this field.
2. The insight gained about performance and tasks have considerable relevance for the overall analysis as it related to all positions studied.

Investigation of the other positions by the questionnaire and observation methods described in A and B above was beyond the resources of the study and in our judgment, not a fruitful approach. We elected to examine these positions by in depth interviews of involved individuals.

Two protocols operated:

1. For each position identified, we interviewed 1 or 2 paraprofessionals working in the position, and 1 or 2 professionals directly concerned. For example, we interviewed 2 school community aides, and the school

community agent directly affiliated with the aides. In some instances, the professional interviewed was an administrator with some supervisory responsibility over the aide.

2. Administrators were asked to recommend outstanding people, both paraprofessional and professional, for those to be interviewed. As described in B above, this is based on the premise that our recommendations for personnel selection and training should be based on the work of the best Practitioners available.

The interviews were conducted by Drs. Bernstein and Demak, the working staff of the project. Both are experienced, skilled interviewers. The interview schedule is shown below:

1. a. What tasks does the paraprofessional do which relieves the teacher (other professional) of the same or similar duties?
- b. What tasks does the paraprofessional do which were previously undone or neglected?
2. a. On what basis was it decided to have a paraprofessional for these duties?
- b. How was this person (you) chosen?
- c. Did the aide experience a training program? If so, what was the nature of it? Would you regard it as effective? How would you improve it? If not, do you think it would have helped matters?
- d. What is the source of financial support for this position?
3. What discussions or other communications take place about the paraprofessional function?
 - a. for purpose of evaluation?
 - b. for planning future actions? How often?
 - (1) Teacher - Teacher
 - (2) Teacher - Aide
 - (3) Teacher - Administrator
 - (4) Aide - Administrator
 - (5) Aide - Aide
 - (6) Community contacts with any of these

4. In what ways do you feel that this position has improved matters?
 - a. For whom?
5. What difficulties (hangups) do you find in fulfilling the purposes of the position?
 - a. Conditions that can be worked on and improved?
 - b. Conditions that cannot be controlled?
6. How is the performance of the paraprofessional evaluated?
 - a. By the professional?
 - b. By an administrator?
 - c. Any other?

Is there communication with the paraprofessional about performance evaluation?

Is the performance evaluation related to pay increases and/or promotion? If so, how?

7.
 - a. Are there opportunities for upward mobility of the paraprofessional? What are the requirements? How is this done?
 - b. For the aide: What is the next step up the ladder? How does one reach it?
 - c. Aide: How much of your working time do you spend working with children (other people)?
8. Do you find a great deal or little job satisfaction in what you do? Please describe.

What haven't we asked you that you feel is important?

Our purpose in having experienced interviewers was to make it possible to

1. Ask clarifying questions.
2. Rephrase answers back to the interviewee so as to ask "Is that what you said (meant)?"
3. Ask other questions suggested by developments.

4. Interpret the meaning of some questions. For example, the question on performance evaluation embodies both informal feedback and formal administrative procedures.

Interviews were conducted with people involved in the following positions:

1. Attendance aide
2. School Community aide
3. Counselor aide
4. Hall guard, H. S.
5. Lunchroom aide
6. Reading instruction center aide
7. Transportation aide
8. Material service center aide, H. S.
9. Student activities center aide, H. S.

For 5 and 7, only professionals were interviewed.

We also interviewed staff and administration of two special programs:

1. McNamara Skills Center

A Detroit Vocational School funded under MDTA for adults not in school, with a staff of 55 people, most of whom are paraprofessionals.

2. Wayne County Centers for trainable mentally retarded children.

Our findings on these two operations are reported separately.

Most of the people interviewed were employed in the Detroit Public Schools. The cooperation of Detroit administrators was essential and is again gratefully acknowledged.

The reader will note that some of the positions listed in Chapter I have not been listed here. The fact is that positions which once existed (Example: recreation aide) were not to be found when this work was performed. Funding cut-backs and changing priorities account for these changes. This does not invalidate the worthiness of these positions.

REVIEW OF THE LITERATURE

Appendix C lists 31 references which were selected as important sources to people involved in program development. In addition, over 50 other articles were reviewed which are not included in this list. These articles were largely statements of informed opinion, often based on experience the authors had had with program operation and/or evaluation. However, little operational data was reported. The opinions and recommendations offered were largely consistent with those offered in the references in the Appendix C list and with the findings of this study.

In view of the consistency just reported, we felt it would be redundant to detail all of the findings in this review. We have chosen, instead, to make brief statements in the Appendix C list after some of the titles. We have also placed a double asterisk** after some of the titles which we felt would prove useful to people involved in program development.

One question, not examined in this study, merits discussion here. "Does teacher aide service in the elementary grades result in improved reading achievement for the children served? "

The Minneapolis' Public Schools (#11) found that teacher aides can be used effectively to develop reading readiness in kindergarden children, by comparing readiness test scores with those of other children without aide service.

Riessman (#24) found that measurements of reading readiness and achievement indicate that teacher aides trained in tutoring improve pupil performance.

Neubacher (#20) reported a comparison of the reading achievement of two groups, one with aide service and one without. There was no significant difference, but both groups scored significantly higher than expected. Both groups were the subjects of special programs, as after school tutoring.

The procedures described in this chapter yield much fruitful data. Added to the information in the literature, we were able to speak to the objectives. The data is detailed and analyzed in Chapter II.

CHAPTER III: DATA AND ANALYSIS

In the analyses which follow, many specific findings are detailed. The reader may consistently ask "What does this have to do with the objectives expressed in Chapter I?" We found these specifics the parts of a mosaic which has order, consistency and relevance. The specifics in this chapter, in this sense, can be regarded as supportive data for the structure and conclusions delineated in Chapter IV. Some readers may wish to read Chapter IV before examining this one.

The data is discussed under the three headings detailed in the previous Chapter:

<u>Heading</u>	<u>Data Summary</u>
A. Questionnaires	Tables 1, 2, 3, 4
B. Observations	Tables 5, 6
C. Interviews	Chart I

A. TEACHER AIDE QUESTIONNAIRE:

Table 1 is a summary of responses received December 16, 1969.

Table 1A summarizes data for 159 classroom aides. Table 1B summarizes data for 8 Resource Center (Library) aides.

The questionnaire data shows that the earlier analysis in the report "The Practice and The Promise" of the tasks performed by classroom aides was excellent. The 201 items listed in the questionnaire were derived therefrom. Eighty-six elementary school aides completed the paper, and all 201 tasks were checked off as performed by somebody, sometime. Fifty junior high school aides checked off 184 of the 201 tasks. The picture is vastly different for the 23 senior high school aides.

The 86 elementary aides checked off a total of 4,969 tasks performed and rated 74.8% of them for difficulty. This can be dichotomized into 73.2% of little or no difficulty and 1.6% of some or great difficulty. Table 1A shows these data and the same information for the junior high school and senior high school aides.

Of the items checked for great difficulty, many had to do with monitoring duties.

FINDINGS:

1. Earlier task descriptions were accurate.
2. Aides reported that most tasks were easy to perform. Some people reported monitoring tasks as more difficult, and wrote comments that they were more unpleasant than other duties.
3. Written comments and verbal feedback led to the following conclusions about senior high classroom aides:
 - a. They are used more for monitoring, as hall guard duty, and less for instructional tasks. They were unhappy with this state of affairs.
 - b. The unhappiness can be explained by the fact that this use of their time was not anticipated when they were hired and trained. Their role expectation was different than the outcome.

Table 2 compares the responses of Teacher Aides (Elementary School) made in December, 1969 with those made in July, 1970. Inspection of the data reveals no significant differences.

Table 3 is a summary of the responses given in July, 1970 by five categories of people, all working in elementary schools. These data bring in the factor of importance, which was not asked in the first instrument.

Respondents were:

1. Teacher Aides, Detroit Public Schools.
2. Teacher Aides, Oak Park, Ecorse and Wayne.
3. Teachers with experience using Aides, Detroit Public Schools.
4. Teachers with experience using Aides, Ecorse and Wayne.
5. Teachers with no experience in the use of Aides, Detroit Public Schools.

Inspection of the data indicates that the percents marked ** are the only figures from which inferences could be made about differences in viewpoint.

FINDINGS:

1. Detroit Aides and other Aides have little or no difference in viewpoint.
2. The two groups of Teachers with experience using Aides have little or no difference in viewpoint.
3. Aides and Teachers (groups 3 and 4) see things alike, but there are important differences:
 - a. Teachers tend to view Clerical tasks as slightly more difficult and somewhat less important to learning and smooth operation.
 - b. Teachers tend to view Housekeeping tasks as less important to learning and smooth operation.
 - c. Aides tend to view Group Work as more important to learning than do Teachers.
 - d. Aides view Individual Instruction and Group Work as much more important to smooth operation than do Teachers. This is a most important finding. We believe the Aides are closer to the truth in this. They see a good instructional program as maximizing smooth operation, and minimizing behavior problems.
 - e. Teachers tend to view Individual Instruction and Group Work as somewhat more difficult than do Aides.
 - f. Aides tend to view Talk to Teacher as more important to smooth operation than do Teachers.
 - g. Aides in other districts than Detroit tend to view monitoring as more important to learning and smooth operation than do Teachers.
 - h. Aides tend to view the reading they do as more important to learning than do Teachers.

In sum, Aides view many of the things they do as more important than do Teachers.

4. Teachers without experience in the use of Aides tend to see five of the nine task categories as more difficult to perform than do Teacher's who have worked with Aides.

5. Teachers tend to view tasks in Categories III and IV (Individual Instruction and Group Work) as more important to learning than the other categories. This seems an obvious conclusion. It is important in our later discussion of the taxonomy of tasks.

Table 4 summarizes the responses of 236 people to the question of appropriateness of each of 50 tasks for performance by paraprofessionals.

FINDINGS:

Respondents to the questionnaire categorized 50 tasks as appropriate or inappropriate assignments for Teacher-aide paraprofessionals. Of these, seven tasks were agreed upon as inappropriate assignments by all categories of respondents, using a criterion of 80% or more of the respondents checking the item as inappropriate. (See attached Table.) Two tasks were agreed upon as inappropriate using a criterion of 60% or more.

On Task G5 (averaging grades for report cards) one category of respondents (Others, including SDE staff, college faculty, intermediate office staff, etc.) was in disagreement with the other 5 categories of respondents. Two tasks were agreed upon as inappropriate, using a criterion of 40% or more (with slight variations). One task was thought appropriate (stopping students from fighting) by everyone but the aides. (See Table.)

The remaining 38 tasks were judged appropriate by all categories of respondents using a criterion of 60% or more responding that the task is appropriate.

In summary, there is substantial agreement that seven tasks are inappropriate and 38 appropriate. There is some disagreement on the other 5 tasks, with more disagreement within each category than between categories.

Table I
SUMMARY OF QUESTIONNAIRE RESPONSES
Given December 16, 1969 at Great Cities Workshop

A. Teacher Aide Questionnaire

Category	86 Elementary			50 Junior High			23 Senior High	
	No. of Items Checked	Difficulty		No. of Items Checked	Difficulty		No. of Items Checked	Diff. 6 - 9
		1 - 5	6 - 9		1 - 5	6 - 9		
I. Clerical	1783	1338 75.2%	38 2.8%	640	271 42.4%	18 2.8%	68	3 4.0%
II. House-keeping	400	310 77.5%	9 2.3%	301	95 31.5%	9 3.0%	49	
III. Individual Instruction	931	648 69.6%	8 1.0%	165	71 43.0%	3 1.8%	57	
IV. Group Work	1400	1011 72.3%	13 .9%	327	95 29.0%	8 2.4%	3	
V. Talk to Teacher	136	101 74.2%	1 .7%	32	9 28.1%		7	
VI. Phone Calls	67	55 82.2%	0	21	14 66.7%		5	
VII. Monitoring	191	128 67.0%	8 6.3%	96	35 36.4%	9 9.4%	56	10 1.8%
VIII. Reading	57	46 80.6%	0	9	6 66.7%		11	
IX. Other	4	1 25.0%	2 50.0%					
TOTAL	4969	3638 73.2%	79 1.6%	1591	596 38.4%	47 3.0%	256	13 5.1%

TABLE 1A - SUMMARY

	<u>No. of respondents</u>	<u>No. of tasks checked</u>	<u>Percent checked as little difficulty</u>	<u>Percent checked as some or great difficulty</u>
Elem.	86	4969	73.2	1.6
Jr. H. S.	50	1591	38.4	3.0
Sr. H. S.	23	256	0	5.1

B. Resource Center Aide Questionnaire
8 respondents

<u>Category</u>	<u>No. of Items Checked</u>	<u>Difficulty</u>	
		<u>1 - 5</u>	<u>6 - 9</u>
I. Clerical	169	163 96.1%	0
II. Housekeeping	90	90 100%	0
III. Talk to Individual Students	8	8 100%	0
IV. Group a. Materials b. People	33	30 90.9%	
V. Talk to Teacher	16	13 81.3%	0
VI. Phone Calls	8	7 87.5%	0
VII. Monitoring	6	6 100%	0
VIII. Reading	6	5 83.3%	1 16.7%
IX. Idle	4	2 50.0%	1 25.0%
X. Hospitality	10	9 90.0%	
XI. Other	1	1 100%	
TOTAL	351	334 95.2%	2 .6%

TABLE 2

COMPARISON OF QUESTIONNAIRE RESPONSES OF
86 ELEMENTARY SCHOOL TEACHER AIDES RESPONDING
IN DECEMBER, 1969 WITH THOSE OF 40 AIDES
RESPONDING JULY, 1970

	No. of People	No. of Items Checked	Percent Checked for Difficulty	
			1 - 5	6 - 9
I. Clerical	86	1783	75.2	2.8
	40	1018	80.0	1.0
II. Housekeeping	86	400	77.5	2.3
	40	680	74.1	.3
III. Individual Instruction	86	931	69.6	1.0
	40	408	84.6	.2
IV. Group Work	86	1400	72.3	.9
	40	959	69.4	1.8
V. Talk to Teacher	86	136	74.2	.7
	40	65	87.7	.0
VI. Phone Calls	86	67	82.2	.0
	40	27	81.5	.0
VII. Monitoring	86	191	67.0	6.3
	40	145	67.6	4.8
VIII. Reading	86	57	80.6	.0
	40	44	81.8	13.6
IX. Other	86	4	25.0	50.0
	40	4	.0	.0

TABLE 3
 SUMMARY OF QUESTIONNAIRE RESPONSE
 GIVEN JULY, 1970 IN
 DETROIT, OAK PARK, ECORSE AND WAYNE, MICHIGAN
 TO
 TEACHER AIDES AND TEACHERS (ELEMENTARY)

<u>Category</u>	<u>No. of Items Checked</u>	<u>No. of People</u>	<u>Difficulty</u>	
			<u>1 - 5</u>	<u>6 - 9</u>
I. <u>Clerical:</u>				
Detroit Aides	642	25	76.6	.5
Other Aides	376	15	85.4	1.9
Detroit Teachers	341	15	69.6	16.1**
Other Teachers	160	7	67.5	.6
Detroit T/WO Aides	212	9	99.0	15.5**
II. <u>Housekeeping:</u>				
Detroit Aides	365	25	62.7	.3
Other Aides	315	15	87.3	.3
Detroit Teachers	267	15	79.0	7.9**
Other Teachers	151	7	63.6	2.6
Detroit T/WO Aides	153	9	94.1	21.5**
III. <u>Individual Instruction:</u>				
Detroit Aides	254	25	80.3	.4
Other Aides	154	15	98.1	.0
Detroit Teachers	134	15	80.6	11.9**
Other Teachers	90	7	65.6	6.7**
Detroit T/WO Aides	77	9	96.1	19.4**
IV. <u>Group Work:</u>				
Detroit Aides	562	25	72.4	2.8
Other Aides	297	15	87.2	.3
Detroit Teachers	298	15	64.1	23.8**
Other Teachers	194	7	75.8	3.1
Detroit T/WO Aides	167	9	65.8	40.7**

* Number of items checked. Earlier figures includes questionnaires on which respondents did not check importance columns.

TABLE 3 (Cont.)

Importance to						
Learning			Smooth Operation			
1 - 3	4 - 6	7 - 9	1 - 3	4 - 6	7 - 9	
Percent Checked						
I.	14.2	11.6	41.4	7.3	11.3	61.0
	124*/ 4.8	15.3	41.1	8.1	6.5	62.1
	25.5	17.0	42.0	17.0	14.9	41.6
	16.3	19.4	16.9**	5.0	26.3	30.0**
	33.0	33.9	56.6	29.7	31.6	74.5
II.	12.9	18.3	54.6	8.5	19.7	78.0
	103*/11.7	7.8	42.7	6.8	1.9	69.9
	30.7	31.4	28.0**	25.0	23.5	32.9**
	20.5	21.2	16.6**	2.6	27.2	40.4**
	28.1	28.1	62.7	43.1	37.9	59.4
III.	6.3	16.9	74.8	4.7	10.6	74.4**
	59*/ 8.5	3.4	62.7	1.7	6.8	64.4**
	13.4	23.1	61.9	26.9	16.4	29.1
	13.3	14.4	45.6	20.0	23.3	15.6
	24.6	27.2	90.9	24.6	35.0	72.7
IV.	7.1	5.9	79.9**	7.1	11.6	69.4**
	111*/ .9	5.4	80.2**	10.8	.0	98.2**
	10.4	32.2	58.1	19.8	24.2	18.3
	6.2	14.9	52.1	29.9	21.6	13.4
	8.3	20.9	100.5	28.7	31.1	74.2

TABLE 3 (Cont.)

<u>Category</u>	<u>No. of Items Checked</u>	<u>No. of People</u>	<u>Difficulty</u>	
			<u>1 - 5</u>	<u>6 - 9</u>
V. <u>Talk to Teacher:</u>				
Detroit Aides	32	25	81.3	.0
Other Aides	33	15	93.9	.0
Detroit Teachers	28	15	75.0	17.9
Other Teachers	23	7	87.0	.0
Detroit T/WO Aides	22	9	95.4	9.1
VI. <u>Phone Calls:</u>				
Detroit Aides	18	25	77.8	.0
Other Aides	9	15	88.9	.0
Detroit Teachers	10	15	100.0	.0
Other Teachers	2	7	100.0	.0
Detroit T/WO Aides	7	9	114.1	14.3
VII. <u>Monitoring:</u>				
Detroit Aides	92	25	58.7	7.6
Other Aides	53	15	83.0	.0
Detroit Teachers	34	15	61.8	14.7
Other Teachers	36	7	75.0	.0
Detroit T/WO Aides	23	9	100.0	26.1**
VIII. <u>Reading:</u>				
Detroit Aides	28	25	75.0	.0
Other Aides	16	15	93.8	.0
Detroit Teachers	13	15	92.3	.0
Other Teachers	6	7	66.7	16.7
Detroit T/WO Aides	9	9	88.9	22.2

TABLE 3 (Cont.)

	Importance to					
	Learning			Smooth Operation		
	<u>1 - 3</u>	<u>4 - 6</u>	<u>7 - 9</u>	<u>1 - 3</u>	<u>4 - 6</u>	<u>7 - 9</u>
	<u>Percent Checked</u>					
I.	14.2	11.6	41.4	7.3	11.3	61.0
	124*/ 4.8	15.3	41.1	8.1	6.5	62.1
	25.5	17.0	42.0	17.0	14.9	41.6
	16.3	19.4	16.9**	5.0	26.3	30.0**
	33.0	33.9	56.6	29.7	31.6	74.5
II.	12.9	18.3	54.6	8.5	19.7	78.0
	103*/11.7	7.8	42.7	6.8	1.9	69.9
	30.7	31.4	28.0**	25.0	23.5	32.9**
	20.5	21.2	16.6**	2.6	27.2	40.4**
	28.1	28.1	62.7	43.1	37.9	59.4
III.	6.3	16.9	74.8	4.7	10.6	74.4**
	59*/ 8.5	3.4	62.7	1.7	6.8	64.4**
	13.4	23.1	61.9	26.9	16.4	29.1
	13.3	14.4	45.6	20.0	23.3	15.6
	24.6	27.2	90.9	24.6	35.0	72.7
IV.	7.1	5.9	79.9**	7.1	11.6	69.4**
	111*/ .9	5.4	80.2**	10.8	.0	98.2**
	10.4	32.2	58.1	19.8	24.2	18.3
	6.2	14.9	52.1	29.9	21.6	13.4
	8.3	20.9	100.5	28.7	31.1	74.2

TABLE 3 (Cont.)

<u>Category</u>	<u>No. of Items Checked</u>	<u>No. of People</u>	<u>Difficulty</u>	
			<u>1 - 5</u>	<u>6 - 9</u>
V. <u>Talk to Teacher:</u>				
Detroit Aides	32	25	81.3	.0
Other Aides	33	15	93.9	.0
Detroit Teachers	28	15	75.0	17.9
Other Teachers	23	7	87.0	.0
Detroit T/WO Aides	22	9	95.4	9.1
VI. <u>Phone Calls:</u>				
Detroit Aides	18	25	77.8	.0
Other Aides	9	15	88.9	.0
Detroit Teachers	10	15	100.0	.0
Other Teachers	2	7	100.0	.0
Detroit T/WO Aides	7	9	114.1	14.3
VII. <u>Monitoring:</u>				
Detroit Aides	92	25	58.7	7.6
Other Aides	53	15	83.0	.0
Detroit Teachers	34	15	61.8	14.7
Other Teachers	36	7	75.0	.0
Detroit T/WO Aides	23	9	100.0	26.1**
VIII. <u>Reading:</u>				
Detroit Aides	28	25	75.0	.0
Other Aides	16	15	93.8	.0
Detroit Teachers	13	15	92.3	.0
Other Teachers	6	7	66.7	16.7
Detroit T/WO Aides	9	9	88.9	22.2

TABLE 3 (Cont.)

	Importance to					
	Learning			Smooth Operation		
	<u>1 - 3</u>	<u>4 - 6</u>	<u>7 - 9</u>	<u>1 - 3</u>	<u>4 - 6</u>	<u>7 - 9</u>
	<u>Percent Checked</u>					
V. <u>Talk to Teacher:</u>						
Detroit Aides	12.5	12.5	71.9	12.5	15.6	71.9*
Other Aides	10*/0	20.0	70.0	10.0	.0	110.0*
Detroit Teachers	7.1	25.0	60.7	10.7	21.4	53.6*
Other Teachers	4.3	30.4	56.5	4.3	26.1	47.8
Detroit T/WO Aides	13.6	27.3	63.6	31.8	31.8	40.9
VI. <u>Phone Calls:</u>						
Detroit Aides	16.7	33.3	38.9	5.6	5.6	83.3
Other Aides	1*/0	.0	100.0	.0	.0	200.0
Detroit Teachers	20.0	10.0	60.0	20.0	20.0	30.0
Other Teachers	50.0	.0	.0	50.0	.0	.0
Detroit T/WO Aides	28.6	42.9	57.1	28.6	42.9	42.9
VII. <u>Monitoring:</u>						
Detroit Aides	13.0	16.3	40.0	5.4	7.6	72.8
Other Aides	24*/0	8.3	75.0**	4.1	.0	100.0*
Detroit Teachers	38.2	32.4	41.2	20.6	20.6	64.7
Other Teachers	33.3	16.7	11.1	2.8	38.9	27.8
Detroit T/WO Aides	26.1	21.7	78.3	21.7	30.4	108.7
VIII. <u>Reading:</u>						
Detroit Aides	10.7	3.6	64.3	7.1	7.1	67.9
Other Aides	6*/0	.0	50.0	.0	.0	50.0
Detroit Teachers	7.7	61.5	23.1**	7.7	15.4	69.2
Other Teachers	.0	33.3	33.3**	.0	33.3	50.0
Detroit T/WO Aides	.0	55.5	88.9	.0	66.7	77.8

TABLE 4
Wayne County Intermediate School District
Percent of Respondents Checking
Paraprofessional Tasks as Inappropriate on
Paraprofessional Task Rating Sheet

N	Aides	Grand Rapids Aides	Teachers	Admin.	Local Others	Others	(SDE, College Int. Office)*
	91	31	21	57	16	20	
A4	93.5	93.7	71.4	86.0	87.5	85.0	
B4	90.2	96.9	81.0	77.3	81.3	70.0	
D4	85.9	71.0	95.3	87.9	93.7	85.0	
E5	92.6	93.7	100.0	94.9	100.0	95.0	
H3	97.9	96.9	100.0	96.6	100.0	95.0	
I 1	87.0	90.4	81.0	87.9	87.5	95.0	
I 3	87.0	93.7	85.8	91.4	87.5	90.0	
D1	74.2	69.4	81.0	80.8	75.0	75.0	
G5	58.0	69.4	61.9	52.6	87.5	25.0	
A5	65.9	16.1	0	14.0	12.5	5.0	
D2	43.9	51.7	33.3	35.1	50.0	45.0	
E2	58.4	48.5	33.3	45.8	12.5	25.0	

Inappropriate Tasks:

- A4. Giving most attention to the pupils whom you know best
- B4. Comforting and supporting a pupil who feels he has been treated unfairly by the teacher
- D4. Making exceptions to rules where you believe them to be wrong
- E5. Washing a pupil's mouth with soap when he swears
- H3. Finishing a slow pupil's work for him
- I 1. Deciding what pupils need to do in classroom
- I 3. Deciding which pupils will need to work together in a reading group
- D1. Keeping pupils who talk slowly and hesitantly from wasting the class' time .
- G5. Averaging grades for report cards

Inappropriate Tasks (Cont.)

- A5. Stopping pupils from fighting
- D2. Washing chalkboards
- E2. Talking with parents and interpreting parental concern to teacher

* Consultants and staff members responsible for specially funded programs, such as Title I ESEA.

B. OBSERVATIONS:

Record Summary of 10 Teacher Aides Observed at work for 6 half days

The observation protocol was for the observer to write a code number every three minutes. The code was to categorize the task being performed at that instant. This resulted in about 200 codes recorded for each aide. These were converted to percents. Each column in Table V shows the results for one aide. The observers wrote a brief descriptive comment for each code, such as:

"Having child read"
"Entering grades in roll-book"
"Taking class to lunchroom."

These written comments were coded independently by Dr. Bernstein, as an objectivity check. Some disagreements were found, but the percent of agreement was excellent, exceeding 95% found for most of the half day records.

Table VI summarizes the results from having the attached Form executed by the observers after each half day contact. The first question was asked of the aide. The second was a recording of the observer's judgment.

FINDINGS:

1. Variability in the working time allocated to each category is primarily due to the way professionals assign tasks to aides. Most of the aides served several teachers, and we found variability in function as the aide moved from class to class. Non-typical days, the testimony revealed, were non-typical for teachers as well, such as a day devoted to giving children shots as part of a health program.
2. Two of the 10 aides observed worked in junior high schools, the others in elementary schools. Testing a number of professionals revealed that they could not select the two columns in Table V which were the data for junior high school aides. These are the last two columns.

Please note that the aides selected for observation were recommended as outstanding people making important contributions. It is possible that a random sampling would show even greater variability in function, and could reveal differences in the way elementary and junior high aides are utilized.

3. The climate data is positive. This is probably a function of the way the aides were chosen for observation. Two aspects must be considered:
 1. The people were outstanding.
 2. A good school climate helped them to be outstanding, including the aspect of their selection in the first place.

OBSERVATION RECORD - TEACHER AIDE BEHAVIORS

TABLE 5

Percent of Working Time Allocated to 10 Categories of Activities of 10 Aides

Aide #	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
1. Clerical	70.0	31.4	30.4	14.7	28.0	54.8	35.3	10.8	6.9	47.4
2. Housekeeping (Supplies, etc.)			5.7		9.7		2.9	7.1	6.6	3.9
3. Talk to/Work with individual students										
a. Institutional	1.8	2.8	2.9	.6	.3	5.5	5.8	1.9	.3	
b. Instructional	11.9	22.4	5.7	58.3		9.5	16.1	8.4	46.0	7.5
c. Chatting (+)									.7	
d. Health Activities										
4. Prepare for and/or work with group of students										
a. Institutional	4.1	3.1	5.2	10.0		5.1	2.9	10.8	6.6	.3
b. Instructional		5.8	11.2		9.0	8.4	19.1	18.3	5.9	12.0
			b1 13.5					b1 8.7		
c. Chatting (+)	.3									
d. Observing children's behavior and writing observations		.3							1.0	
5. Talk to teacher										
a. Organizational	4.6	2.5	3.5		2.5	2.2	.4	.5	1.7	1.5
b. Evaluation and planning	1.0		.6	1.1		.3	1.3	.3	.7	
c. Chatting (small talk)	.3	1.4				.3	.7	.3	2.4	

TABLE 5 (Cont.)

OBSERVATION RECORD - TEACHER AIDE BEHAVIORS

Percent of Working Time Allocated to 10 Categories of Activities of 10 Aides

Aide #	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>
6. Take or make phone call		1.1			2.2				.7	.3
7. Monitoring	2.5	15.6	3.7	10.3	26.1		3.2	16.5	12.8	17.7
8. Reading										.3
9. Idle	.3	7.2	.9		2.3	5.1	3.6	6.2	2.4	1.5
10. Other	3.6	6.4	17.0	4.8	15.2	8.8	8.8	9.7	5.5	7.5
					5.9					
Total	100.4	100.0	100.3	99.8	101.0	100.0	100.1	99.5	100.2	99.9

TABLE 6

Mean Climate Scores Given By Observers Watching
Teacher Aides at Work

<u>Aide #</u>	<u>Typical Day (1/2 day)</u>	<u>Non-Typical Day</u>	<u>Climate</u>		
			<u>A</u>	<u>B</u>	<u>C</u>
1*	3	5	5.3	8.9	5.2 (7 half days)
2	5	2	6.0	7.8	7.8 (5 half days)
3	6	0	9.0	8.7	9.0 (6 half days)
4	4	2	8.7	7.3	8.7 (3 half days)
5	6	0	4.6	6.2	9.0 (5 half days)
6	6	0	5.1	8.0	8.2 (6 half days)
7	5	1	5.5	9.0	9.0 (6 half days)
8	6	0	5.7	5.7	4.7 (3 half days)
9	5	1	8.6	7.8	8.8 (5 half days)
10	4	1	8	8.8	7.5 (4 half days)

* Reading Room Aide

C. INTERVIEWS:

Twenty-three in-depth interviews with paraprofessionals and professionals on the subject of their duties have many ramifications. We shall present a list of the positions in Chart I with task descriptions and comments followed by a set of generalizations which have bearing on policy. The task descriptions are our own but coincide to some degree with job descriptions furnished by the employing school district.

FINDINGS:

1. CERTIFICATION

The last two positions listed show that non-certified personnel can be successfully used to staff special programs not covered by the legal requirements of a certification code. If political processes bring about such codes, it would be most important that the prior experience of these programs would govern the way the codes are formulated.

2. PERSONNEL SELECTION and TRAINING

The paraprofessionals selected for interview were recommended to us as outstanding people. The answers to the question "How were you chosen?" made it clear that the personality of the individual chosen had more to do with his(her) success than any other factor including training programs. People were selected for maturity, ability to work with children (youth), and to empathize with them. The administrators and/or committees making the selections were intuitively aware of this principle and acted accordingly. In several cases, they solicited the person they wanted for the job.

Training Programs varied from little or none to on the job training to a six to eight week summer course, after three months of employment. We believe that on the job training is most important for many if not all functions. Detroit Public Schools attendance aides are a case in point. Each new aide was assigned to an experienced attendance officer and "bird dogged" him(her) around for two weeks to learn the job. Aides also learned where they could get help with problems for which the training period did not provide.

Another principle is that formal training programs have more impact if people enter them with a backlog of some on the job experience. Detroit Public Schools Great Cities Program has made excellent use of this principle in training classroom aides. They conducted such a program in three parts for the 1969-1970 school year. A pre-service week was conducted in August, 1969. Then inservice weeks were held in December, 1969 and April, 1970, with all participants employed during the entire year. Dr. Bernstein, of this project, served the December, 1969 inservice week as a training resource and the feedback from the participants verified the value in their minds of entering an inservice situation with on the job experience.

While we did not conduct interviews of classroom aides, the feedback described above, the data and verbal feedback from the observations (See Chapter 2B) further verified the principles stated.

3. JOB SATISFACTION

Without exception, every paraprofessional we interviewed answered the question "Do you get a charge out of your job?" with an enthusiastic yes. We think the reasons are:

- a. The paraprofessional saw his(her) work as important to the welfare of children and as having real results toward this goal.
- b. The paraprofessional received positive feedback from children and/or parents.
- c. The paraprofessional received positive feedback from teachers and administrators about his(her) work and was accepted as a staff member by certified staff, in contrast to situations where they were viewed as lower status individuals.

It is important to have salaries and general conditions which are acceptable to the person on the job, but if the conditions described are not met, job satisfaction will not be forthcoming, and the work will be ineffective.

IV. FINANCING

It is noteworthy to report the contractual arrangement regarding paraprofessionals between the Board of Education, Livonia Public Schools and the Livonia Education Association. The contract provides that, for a given teacher vacancy in a secondary school, the teachers responsible for the concerned instructional service may choose to have the board hire two aides instead of one teacher. If this choice is made, the teachers are then responsible for defining both teacher and aide functions under guidelines established for the school. This arrangement means that the aide services provided by the board do not require additional funding. We conducted numerous staff interviews in Bentley High School, Livonia. In addition to the data presented in this chapter on specific functions, we found excellent intra-staff morale and an open climate. It should be noted that the school is organized under flexible (modular) scheduling arrangements which preceded this contractual arrangement. While this report cannot be characterized as a model for all to emulate, the means of providing aide service at no additional cost is worthy of careful examination.

At this juncture, it is necessary to point out that the objectives stated in Chapter I were under continual review. The project staff derived therefrom a set of questions which provide the framework of Chapter V. The stated objectives and these questions are reviewed below:

<u>Objectives (Chapter I)</u>	<u>Questions (Chapter V)</u>
1. To identify a reasonably small number of positions in educational services.	1. What paraprofessional positions exist and what positions should exist?
2. To determine paraprofessional positions through analysis and grouping of tasks.	2. Is the career ladder concept viable?
3. To rank positions from simple to complex.	3. What administrative considerations must be followed for the paraprofessional concept to provide optimum benefits?
4. To develop a school paraprofessional career ladder.	
5. To describe each position in terms of performance goals.	4. What recommendations for paraprofessional training programs can be made at this time?
6. To provide career mobility.	

A comparison of the questions with the objectives reveals that only questions 1 and 2 speak directly to the objectives. Objectives 1, 3, 4 and 6 are based on the assumption that the various positions could be categorized and ranked. This problem was solved in a manner different than originally anticipated, and, in our judgment, in a better way. The Taxonomy of Paraprofessional Tasks is described in Chapter IV with a derived hierarchy useful for implementing the career ladder concept. Questions 3 and 4 speak to Question 3 "What recommendations can the investigators make to those with responsibility for hiring and training paraprofessionals about:

- a. Personnel Selection,
- b. Training Programs?"

first asked in Chapter I.

Chapters IV and V, therefore, describe the implications of our detailed findings and a hierarchical model which meets the objectives.

CHART I

<u>Job</u>	<u>Duties</u>	<u>Comments</u>
School Community Aide	Acts as liason between the school and the community. Interviews Parents and others in the community (either in school or on home calls) about problems, largely relating to the children; advises clients and school personnel about problems and possible courses of action.	Functions much as a professional school - community agent. Is a resident of the community being served. Brings knowledge of the larger community to bear on the situation. For instance, some clients do not know that welfare and health services are available to them or how to apply for assistance.
Hall Supervisor Sr. H.S.	Monitor traffic in the halls. Check to see that students in the halls have the right to be there. Report students for disciplinary action when needed, but try to use persuasion to forestall such action. Note: The position of lunch room aide has the same kind of duties; we did not interview such personnel.	Four of the five interviewed were part time employees, 2 women and 2 men. The 2 men were off-duty policemen. The fifth person in another school, was a retired millwright with a long history of successful youth work. See findings re Job Satisfaction in the next section.
Bus Matrons	Help children board school bus (both ways) and ride for the full trip to assist children and maintain order. The position exists largely for buses transporting physically and mentally handicapped children.	An important and useful function not properly categorized as a paraprofessional position according to our definition. We interviewed only the supervisor.

<u>Job</u>	<u>Duties</u>	<u>Comments</u>
Counselor's Aide (Jr. H.S.)	<p>Completes attendance reports to central administration.</p> <p>Makes home contacts when children in school are ill, may take child home.</p> <p>Answers telephone.</p> <p>Completes records and files.</p> <p>Takes charge of office when counselor is called away.</p> <p>Gets information from files for principal, other schools (transfer cases) or court proceedings.</p> <p>Mans reception desk, checking tardiness; screens students who wish to see counselor.</p>	<p>Aide is indigenous to the community. Counselor says "I could not have survived five years without her."</p>
Attendance Aides (Detroit Public Schools)	<p>Interviews students in school about attendance problems. Makes home calls to discuss with parents (guardians) and students. Helps families with problems like proper clothing (donated by organized charities) and health care.</p>	<p>Does everything a certified attendance officer does except write up cases for court action. May be called to testify in court. Some college training required to qualify. Detroit's attendance department has 93 employees, of whom 43 are aides. The director has statistical reports to show that their efforts have improved attendance.</p>

<u>Job</u>	<u>Duties</u>	<u>Comments</u>
Reading Instruction Aide - Spe- cial program in Detroit Public Schools	Children are receiving individual instruction with Language Master machine, preprinted and pre-recorded lessons. When the child signals readiness, aide administers a mastery test. Mastery, or lack of it, determines the next lesson, provided by the aide under a structured program.	Aides had been previously employed as lunchroom aides and were recruited for this special program. Their training consisted of a one-hour briefing. Our findings are based on a combination of observation and interviews.
Resource Center Aide - Senior H.S.	Provides students with learning materials from a variety of media, according to plans for study worked out by the teacher planning with the student. Acts as interface between students and materials, and as a resource.	Aide is not assigned to particular teachers or departments, but to the resource center with a primary responsibility to students.
Student Activities Center Aide	Is present at the center to talk to students about group activities or individual problems and to handle telephone calls, problems referred by teachers and other staff.	The center is provided as a place where students may come when not in class, in lieu of a study hall, for many different purposes. The aide has a degree; this is her first position.
Language Laboratory Aide	Operates electric and electronic language laboratory equipment. Assigns individual lessons, monitors student performance, performance reports for teachers, supervises equipment, supervises student assistants.	Indispensable function -- not a professional position.

<u>Job</u>	<u>Duties</u>	<u>Comments</u>
Classroom Aide for Trainable Mentally Retarded Children	Provides learning situations for the children under the supervision of a certified teacher.	One teacher supervises four aides. Thus the aide can be said to be carrying out the teacher's functions. We cannot do justice to the program or the aide function in a brief space. In our judgment, both are excellent. The reader is referred to Mr. James Greiner, Director of Special Education, Wayne County Intermediate School District.
Teacher, McNamara Skills Center, Detroit Public Schools	Teaching vocational skills, basic literacy skills. Counseling students.	The school is a vocational training facility supported by Manpower Development Training Act Funds. The clientele are unemployed adults not in school. The school has a staff of 65, of whom 5 are professionally certified, and employed in supervisory positions.

CHAPTER IV: GENERAL FINDINGS

The problem of bringing order and relative simplicity to the multiplicity of tasks performed and the variety of positions held by paraprofessionals was solved by virtue of an important conceptual work executed by the staff of the Paraprofessional Training Project under Dr. Arnold Glovinsky. They devised a taxonomy of tasks performed by paraprofessionals which applies to all positions which we studied.

The following section is quoted from "The Taxonomy of Paraprofessional Training published by the Paraprofessional Training Project, September, 1970.

THE TAXONOMY

Any task performed by the paraprofessional falls into one of only two groupings. There are:

- I. NON-INTERACTING TASKS, those tasks performed with things rather than persons, and
- II. INTERACTING TASKS, those tasks performed directly with either children or other adults.

Each major grouping is subdivided into three categories, as follows:

- | | |
|--------------------|-----------------|
| I. Non-Interacting | II. Interacting |
| 1. Housekeeping | 1. Clerical |
| 2. Clerical | 2. Monitorial |
| 3. Technical | 3. Tutorial |

Examples of each category are:

- I-1. Non-Interacting, Housekeeping: assisting in keeping the room neat and orderly; maintaining room equipment and supplies
- I-2. Non-Interacting, Clerical: writing an assignment on the board; duplicating materials; correcting objective tests

- I-3. Non-Interacting, Technical: setting up and operating a motion picture projector; tape recording a student presentation; constructing bulletin boards
- II-1. Interacting, Clerical: collecting milk money; operating a classroom library; making out forms for tardy pupils
- II-2. Interacting, Monitorial: supervising a cafeteria; accompanying children to an assembly; recess playground duty
- II-3. Interacting, Tutorial: helping a child locate a reference book; drilling a child on his multiplication facts; working with a small group during a play rehearsal.

No matter what the task, it can be placed in one of the two major groupings and one of the three categories within a group. At times a task may bridge two or three categories. For example, depending on how classroom attendance is taken, it could conceivably encompass all three categories listed under INTERACTING.

A. A HIERARCHY OF TASKS

In order for the notion of a career ladder to make sense, it must be possible to order the tasks performed for difficulty and/or importance.

The reader is reminded that respondents to the questionnaire rated each task performed on a 9 point scale for:

- (a) difficulty
- (b) importance to learning
- (c) importance to smooth operation of the school

The questionnaire data of Chapter III shows that aides and teachers are agreed that the tasks performed are of little difficulty. Also, logic indicated that difficulty and importance are not related. Thus, while it appears enticing to believe that more difficult tasks ought to rank higher and be better rewarded, it is now clear that this criterion is not useful. Hence, it will be ignored in further discussion.

Examination of the data on the importance assigned to each task indicates:

1. Teachers and aides are in substantial agreement, with some differences described in Chapter III.
2. Teachers and aides tend to rate categories III (individual instruction) and IV (group work) as more important than the other major categories.

It follows that respondents agree that Interacting Tasks are more important than Non-Interacting tasks both for learning and institutional behaviors.

We are going to assume that Non-Interacting tasks should not be rated for purposes of establishing a hierarchy. The hierarchy we shall describe will include Non-Interacting tasks at all levels, but they were not part of the basis for establishing the levels.

The Interacting Tasks, we believe, lend themselves to ratings for importance.

Before describing the hierarchy, some comments about affects (feeling tones) are in order. It is well known that two different people can behave in what overtly appears to be the same manner, and get different results in interacting with other people. They may use the same words and gestures, but the feelings expressed are different. Respondents are intuitive and the hall guard who is expressing hostility, albeit non-verbally, will get different reactions than the hall guard whose manner is objective and matter of fact. Training can help some people improve their effectiveness in this respect, but we must reiterate the

importance of selecting people for Interactive Tasks in terms of their basic personality structures, as we reported in Chapter III.

We shall describe a model for categorizing interactive tasks on 4 levels of importance, with levels 3 and 4 requiring, in our judgment, more skill and more training. This model relates best to the position of classroom aide, but we shall show its relevance to other positions.

The notion that levels 3 and 4 describe tasks requiring more skill and more training appears to contradict the earlier statements about difficulty and our conclusion that difficulty should not be used as a criterion for ranking tasks. The answer to this contradiction can be found by considering two aspects of difficulty:

- (1) difficulty of learning to perform a task,
- (2) difficulty of performing the task once learned.

We believe many tasks were rated by aides and teachers as tasks of little difficulty because they were easy to perform once learned, and had been mastered by the aides responding to the questionnaire. Our ratings of levels 3 and 4 tasks are based partly on the assumption that they are more difficult to learn and not difficult to perform once learned. This factor was considered in addition to the criterion of importance.

CHART II LEVELS OF INTERACTING TASKS

Level	Nature of Task	Example of Task Behavior
1.	Clerical	Checking incoming students for tardiness, writing passes.
	Monitorial	Monitoring a cafeteria. Distributing milk in a primary classroom.

Comment: The relationship of the aide to students may be characterized as authoritative, persuasive and counseling. It generally involves all three kinds of responsibility.

2.	Tutorial	Helping a child find reference material. Drilling a child on the short vowel A.
----	----------	--

CHART II (Continued)

Level	Nature of Task	Example of Task Behavior
-------	----------------	--------------------------

3.	Tutorial	
----	----------	--

Comment: The tasks may appear the same as 2, but the aide is now charged with observing the child's behavior and reporting the observations back to the teacher. Conference with the teacher may develop diagnosis of the child's learning problems, and prescriptions to be carried out by the aide.

4.	Tutorial	As 3, with the aide taking more responsibility for diagnosis and prescription.
----	----------	--

The reader will note that the logic of level 4 contradicts our definition of paraprofessional. There have been career ladders established where people operating at this level have been designated as internes or student teachers and were approaching certification as teachers. We cannot, at this level, make an either-or type of distinction. It is rather one of degree with the aide still responsible to the teacher.

These levels do not constitute a career ladder. Let us postulate a 3 step ladder for classroom aides.

Title	Levels of Task Importance for Interactive Tasks
1. Aide	1 and 2
2. Associate	1, 2 and some 3
3. Interne	1, 2, 3 and 4, most emphasis on 3 and 4.

The reader is reminded that the career ladder concept implies a series of promotions culminating in professional certification.

One could argue for a 4 step ladder using such logic. Such a decision is arbitrary and has been based in the past on university credits earned and for inservice training experience. In our judgment, a career ladder of 3 steps leading to a professional level should prove satisfactory. We believe, in addition, that university training programs should make intensive use of this taxonomy and hierarchy, for teachers as well as aides. The "Taxonomy of Paraprofessional Training" described above, lists descriptions of training models for 23 specific tasks in the 6 categories of the taxonomy. These

are intended as examples. An exhaustive list would be impossible. With the models provided, we believe school officials with responsibility for training programs and/or administration of aide programs can use the rationale of this chapter to provide what is needed.

An example of one such training model appears below. Five others are shown in Appendix B.

I-3 INTERACTING TUTORIAL

Specific task: Drill a child on short vowel "A."

A. Needed Skills, Knowledge, and Understanding

1. Knowledge of long vowels
2. Knowledge of short vowels

B. Training Procedures

1. Use vowel card and flash card "A" for drilling.
2. Hold up card to be mastered giving students the sound.
3. Have class repeat in unison and then individually until vowel is mastered.
4. Begin to use "word cards" containing vowel "A," first in unison and finally individually.

C. Evaluation

Each child is able to read each word card shown in 30 minute period.

B. THE MODEL APPLIED TO OTHER PARAPROFESSIONAL POSITIONS

Critical examination of the variety of situations we looked at reveals:

1. Some positions, such as hall guard or lunchroom aide, involving essentially Interactive-Monitorial tasks do not lend themselves to inclusion in our model which postulates promotional steps. They are better categorized as closed positions. Indeed, we interviewed people in such positions who understood this and accepted it. It is essential, however, that provision for upward mobility be made for such personnel. This can be accomplished by lateral movement into a step in a career ladder.

The four reading aides we observed had been moved into the position from previous employment as lunchroom aides. They regarded this as a promotional step for two reasons:

- a. They received more pay, partly by virtue of a longer work day.
 - b. They felt the function was more important.
2. Some positions constitute a one step ladder, with the next step professional certification. The attendance aide and the school community aide are two cases in point. We would argue that the level of Interactive skills needed to perform successfully would place these people at Step 3 on our Teacher Aide model. The promotional opportunity provided in these cases can be stated simply as "Get a degree, and you can qualify for certification."

Chart III which follows, in two parts, indicates our judgment of how (1) the positions we examined fit into the model, and the priorities we assigned to them, (2) other positions which we knew about and could not examine fit into the model.

Some positions do not lend themselves to this analysis because of variable definitions. The position entitled General School Aide is the primary case in point. In one school, such an aide is employed in the school office at Clerical Non-Interacting tasks, possibly with some Clerical Interacting tasks part of the time. In another school, the aide may be so employed for 3 or 4 hours daily and employed in monitorial tasks for 2 to 4 hours daily, in the lunchroom or the halls. The component duties of such variable positions clearly lend themselves to analysis according to the taxonomy. It therefore becomes the responsibility of the local district and building administration to use the model for their particular job description in terms of recruitment and training programs. We have enunciated two definitions of the general school aide. Many more are possible.

CHART III

PARAPROFESSIONAL POSITIONS AS
THEY RELATE TO THE TAXONOMY

A. POSITIONS WE EXAMINED

Position	Number of Preprofessional Levels	Rating of Levels of Interactive Tasks	Priority ** Rating
School Community Aide	1	3 and 4	A
Attendance Aide	1	3 and 4	A
Library or Resource Center Aide	3	1st, 1 and 2 2nd, 1, 2 and 3 3rd, 3 and 4	A
Language Labor- atory Aide	3	1, 2, 3 and 4	A
Counselor's Aide	2	1st, 1, 2 and 3 2nd, 3 and 4	A
Reading Improvement Aide	1	1 and 2	A
Special Education Aide Trainable M. R.	2	1st-1, 2 and 3 2nd, 1, 2, 3 and 4	A
Vocational School Aide	1	1, 2, 3 and 4	A
Cafeteria Aide	1	1 and 2	B
Hall Guard	1	1 and 2	B
Security Aide	1	1 and 2	B

CHART III (Continued)

Position	Number of Preprofessional Levels	Rating of Levels of Interactive Tasks	Priority** Rating
B. POSITIONS WE LEARNED ABOUT, BUT DID NOT (COULD NOT) EXAMINE			
Hospitality Aide	1	1 and 2	C
Testing Aide	1	1, 2 and 3	B
Department Aide, H. S.	1	1 and 2	C
Crisis Center Aide	2	1st, 2 and 3 2nd, 2, 3 and 4	B
Theme Reader, H. S.	1	2 and 3	B
Laboratory Aide	1	1 and 2	B
Playground (Recreation Aide)	1	1, 2 and 3	B
Health Clinic Aide	1	1 and 2	B
Speech Correction* Aide			
After School Aide*			
Special Talent Aide*			

*Unable to judge for lack of information.

**Priority ratings used were A, B and C. They are relative, with A as highly desirable. We felt that they were needed, since funding for such services is always limited. Classroom aide (instruction aide), not shown on chart, is rated A.

SUMMARY OF FINDINGS

1. A career ladder model based on the Taxonomy of Paraprofessional Tasks has been presented in a manner which makes it broadly applicable to a variety of positions and makes the career ladder concept viable.
2. In Chapter III, we stated a finding that the selection of personnel in terms of basic personality characteristics, ability to communicate and empathize with youth was of fundamental importance. This can now be restated as a choice of personnel in terms of ability to perform, or potential for learning to perform Interactive Tasks, particularly at the higher levels, 3, 4 and 5.
3. Recognizing the importance of Interactive Tasks, it is clear that the emphasis in training programs should focus on this point. We believe many effective training programs have done so, whether the trainers could state this in terms of this model or not. Two training aspects should be noted:
 - a. Emphasis on On The Job Training tends to focus on Interactive tasks. Both trainer and trainee are intuitive, which is the primary factor in such a focus.
 - b. The Paraprofessional Training Project made (and makes) good use of role playing situations, the primary referent of which is actual school working situations involving interactions.
4. We found that our observations revealed a disappointingly low percentage of Talk to Teacher behavior on the part of aides. The model we presented indicates that Level 3 and 4 Interactional Tasks point up the importance of such behavior for learning. The Paraprofessional Training Project includes role-playing experience in this task.
5. The career ladder idea can be used with proper restrictions. The model and chart presented summarize the ideas. Administration and trainers in local situations must apply the model according to their definitions of positions, and their local needs. Definitive description of all possibilities is not feasible.

CHAPTER V: RECOMMENDATIONS

This chapter is in a question and answer format and is addressed to four fundamental questions:

- A. What paraprofessional positions exist and what positions should exist?
- B. Is the career ladder concept viable? How should it work?
- C. What administrative considerations must be followed for the paraprofessional concept to provide optimum benefit?
- D. What recommendations for paraprofessional programs can be made at this time?

- A. Question: What paraprofessional positions exist and what positions should exist?

Answer: Chart III in Chapter IV provides a summary of our findings in relation to this question. The position of Teacher Aide (Classroom Aide) does not appear in the chart because of the way the study was conducted. We regard this position as the most important one in the paraprofessional program.

The priority ratings assigned show that we believe all the positions examined can contribute to effectiveness of a school program to some degree. Few districts are in a position to employ people for all such positions. Priorities must be assigned and choices made based on local conditions.

The reader is reminded that we reported a unique contract between a board of education and a teachers association. This contract provides, at the option of teachers, for hiring two aides, instead of one teacher, when a vacancy occurs. Aide service is thus provided at no extra cost. Thus, the reallocation of priorities need not be based solely on the availability of additional funds.

While we have postulated the effectiveness of such arrangements, further research is needed. Such questions as "Does the work of well trained classroom aides result in more (better) learning for elementary school children, particularly in reading?" require study, and the careful gathering of comparative data.

The evidence, described in our review of the literature, about the impact of aide service on reading development, encompasses three studies. It is best characterized as positive in relation to the question, but sketchy.

Similar questions may be formulated for many aspects of school programs involving paraprofessionals.

The emotional adjustment (affective behavior) of children as it may be changed by the presence of aides in the school setting is a subject about which much has been said but little evidence reported.

Chart IV, below, is our conceptual model for the employment of paraprofessionals in a hypothetical school district. It represents an ideal toward which we can legitimately work.

CHART IV

A MODEL FOR THE EMPLOYMENT OF PARAPROFESSIONALS
IN A HYPOTHETICAL SCHOOL DISTRICT

<u>Level of Employment</u>	<u>Position</u>	<u>Comments</u>
System Aide	Attendance Aide: 1 per/ 3000 children	To be employed with and in lieu of attendance officers.
	School Community Aide	Number depends on local needs and conditions.
	Testing Aide - 1 per region of 5000 students	Not a full year position. Work should be done in 3 months.
	Special Program Aides, as needed	See Chapter III, (a) class-room aide for Trainable Mentally Retarded Children. (b) Teacher Vocational Skills Center
Elementary School:	1 Classroom Aide per teacher	1/1 ratio is ideal but 1/2 or 1/3 can serve.
	1 Materials Resource Center Aide per 600 children	
	1 Reading Improvement Program Aide	Assumes a special program
Jr. or Sr. High School	(1) 1 Counselor's Aide per Counselor	
	(2) 1 Materials Resource Center Aide per 600 students	
	(3) Hall Guard, Cafeteria, Security Aides	(3) Local conditions will govern the nature of the need.

B. Question: Is the career ladder concept viable? How should it work?

Answer: Yes, see Chart I, and Summary Findings, Chapter IV. We reiterate that many positions, such as Cafeteria Aides, do not lend themselves to the career ladder concept. Opportunities should be available for lateral movement into positions on the 1st step of a promotional ladder.

C. Question: What administrative considerations must be followed for the paraprofessional concept to provide optimum benefit?

Answer: 1. Personnel must be selected in terms of ability or potential for learning to work effectively at Interactive Tasks. This includes the intuitive capacity for communicating with and empathizing with youth and adults.

2. Personnel should not be so assigned as to dilute the effectiveness of the service to the point where no service is just as good. We have seen situations where an aide serves 6 to 8 teachers, for one or two half days per week. This is an undesirable practice. It happens when teachers bargain for an equitable share of the service. While we cannot state an accurate cutoff point between serving 2 teachers effectively, and 8 teachers ineffectively, some decision must be made to preserve the integrity of the program. One alternative that has not been tested is having an aide serve 1 teacher full time for 3 weeks, then move to a 3 week assignment with another teacher.

3. Personnel should have a clear picture of role expectation, as should other staff in the school. We repeat Finding 4, Chapter III.

ROLE EXPECTATION

This issue is a major factor in job satisfaction but merits separate discussion. The function of Hall Guard in a senior high school clearly illustrates the problem. The questionnaire data from senior high school aides plus prior information we had received indicated a great deal of dissatisfaction on the part of both aides and teachers with the way this was being done. By contrast, we were able to find 5 Hall Guards who liked the job and were deemed effective. The reasons were clear.

- a. They were hired as Hall Guards. By contrast, other people were assigned to a school with the title of teacher aide. Sometimes they had had training programs as instructional aides. When they were placed on hall duty, the results were bad, sometimes disastrous.
- b. They had no illusions that they were on the first step of a career ladder, nor had they any such ambitions.

PRINCIPLE:

Administration has a responsibility for defining role expectation, communicating this to the employee and seeing that it is lived up to. We illustrated the principle with the example of the hall guard, but it is a sound generalization. A person expecting to function as an instructional aide who finds herself doing housekeeping and clerical tasks all day will be disaffected and may not even perform well at these tasks.

4. A positive mental health climate is needed in a school (system) to optimize the work of the paraprofessional. We repeat Finding 3, Chapter III.

JOB SATISFACTION

Without exception, every paraprofessional we interviewed answered the question "Do you get a charge out of your job?" with an enthusiastic yes. We think the reasons are:

- a. The paraprofessional saw his (her) work as important to the welfare of children and as having real results toward this goal.
- b. The paraprofessional received positive feedback from children and/or parents.
- c. The paraprofessional received positive feedback from teachers and administrators about his (her) work and was accepted as a staff member by certified staff, in contrast to situations where they were viewed as lower status individuals.

It is important to have salaries and general conditions which are acceptable to the person on the job, but if the conditions described are not met, job satisfaction will not be forthcoming, and the work will be ineffective.

4. (Continued) Administrators and teachers have responsibility for establishing a climate of acceptance of paraprofessionals as important people in the educational enterprise. Staff members should be involved in personnel selection and training programs to the extent possible. However, this by itself will not insure the climate needed. The feelings of acceptance must be genuine. We have often said to teachers, "You have to be for real."

5. Selection of paraprofessionals indigenous to the community served by the school is highly desirable in most situations and vital in many.

6. Time must be built into the work schedule for consultation between the paraprofessional and the professionals most directly concerned.

7. Many paraprofessionals will be recruited from the ranks of the unemployed or underemployed. Training programs, job assignments, and continuing inservice programs must emphasize the individual needs of the paraprofessional for personal growth as well as his potential contribution to the school program.

8. The employment of trained paraprofessionals should be considered an additional route for achievement of integration of school staffs.

9. A comprehensive advisory council on the employment of paraprofessionals should be established in each local school district. It should be comprised of paraprofessionals, teachers, counselors, principals, members representing professional associations and/or unions, community leaders and central office personnel.

10. The local board of education should establish written policies that clearly outline conditions of employment, salary schedule, fringe benefits, probationary periods, grievance procedures, job tenure, if any, period of employment, sick leave, working conditions, and terminations.

D. Question: What recommendations for a paraprofessional training programs can be made at this time?

Answer: Our analysis provides recommendations in three areas:

1. Curriculum content.
2. Learning situation strategy
3. Conditions which optimize effectiveness.

1. Curriculum Content:

a. Emphasis should be primarily on training in the performance of specific tasks. These tasks should be behaviorally stated and performance should be observable. The Taxonomy described in Chapter IV is so designed. Five examples of training models for specific tasks are included in Appendix B.

(Note: The bibliography at the end of this chapter lists the training products of the Paraprofessional Training Project)

b. We stated earlier that the most useful training programs involve large components of On the Job training. This is consistent with A1 above.

2. Learning Situation Strategy:

a. In terms of 1b, above, two sets of effective training experiences are recalled:

(1) The Great Cities Program of the Detroit Public Schools operated a 3 week inservice program for aides, conducting one week of training each in August, December and April of the 1969-1970 school year. The aides brought considerable work experience to the second and third weeks of the training program.

(2) The Paraprofessional Training Project conducted a number of training programs of the school districts of Wayne County during the 1969-1970 school year. The patterns of attendance involved weekly 3 hour meetings for from 5 to 10 weeks, with the aides employed in schools during the rest of the week. Thus, the workshop activity focussed upon actual aide performance in school situations.

a. (Continued) While we cannot make definitive statements about the optimum number of clock hours needed for an effective training program the principle of integrating on the job experience with the organized training curriculum is clear.

b. Teachers (and other professionals) need training in the proper utilization of aide services. The Paraprofessional Training Project arranged to involve teachers and administrators in the training program. This is more than desirable; it is essential. We have stated findings on the importance of a clear understanding of role expectation on the part of the aide. It is just as essential that the professionals involved with the aide have such a clear understanding, else the aide will be busy with less important tasks and not really benefit the program.

We also stated the finding that the task category "Talk to the Teacher" was not utilized adequately. The Paraprofessional Training Project included role playing exercises in which teachers and aides practiced this kind of communication, particularly about specific children. Teachers need this experience as much as do the aides.

c. Role playing, self analysis, games, simulations and small group participation can be incorporated effectively in the methodology of training programs. (See bibliography of this Chapter).

d. Training in evaluative procedures should be built in to all training activities. The aide should be taught, and encouraged to use self-evaluation which is sometimes easy (example: running a movie projector) and more difficult when assessing ones own performance at Interactive tasks.

The aide should also have experience receiving evaluative comments from others. We generally think of others as the teacher, but there is rich feedback from the children and other people in the school if we but learn to use it. Teachers, in turn, need training in how to give evaluative assistance to aides, using such simple principles as avoiding a steady diet of negative criticisms when there are honest positive things to say.

One principle must be emphasized. Evaluation is not a simple good or bad judgment which is made formally on a periodic basis, as once a year or every 3 months. Such procedures may be a legitimate part of administrative policy, but sound evaluation is an ongoing daily process.

3. Conditions which optimize effectiveness:

a. Consistent with the statement on evaluation just made, provision should be made in the school, independent of the formal inservice program for:

- (1) Regular (preferably daily) conferences between the paraprofessional and the concerned professional on a one to one basis, under the assumption that both have been trained to make good use of this activity.
- (2) The paraprofessional should have access to other paraprofessionals and a professional other than those alluded to in a, for guidance and counseling, when desired.
- (3) The paraprofessional should have access to programs of independent study for skill development and upgrading.

An issue not yet discussed is "Who should conduct paraprofessional training programs?" Experience thus far has involved many agencies, from the local district training its own employees, to intermediate offices, community colleges and universities. There have been successes and failures by all of these methods. We believe:

1. Any of these agencies can succeed, observing the principles outlined in this chapter.
2. Cooperative agreements with teacher education institutions for the granting of credit and/or equivalency for training experiences to meet state licensing requirements for paraprofessionals is highly desirable.
3. Cooperative training ventures involving multidistrict arrangements are highly desirable, since many districts are too small and too limited in resources to mount effective programs. Intermediate offices can help to bring about such arrangements, or can operate programs.
4. Local districts should involve teams in the training programs, including a central office administrator, teachers, principals and aides.

BIBLIOGRAPHY

1. The Design for Training in Communications Skill and Conflict Resolution. July 1970.
2. Paraprofessional Training Model - A Process for Training. July 1970.
3. Taxonomy of Paraprofessional Training. September 1970.

1, 2 and 3 are publications of the Paraprofessional Training Project of the Wayne County Intermediate School District.

4. School Library Manual - A guide for Personnel Without Library Training. Michigan State Department of Education, 1970.

CHAPTER VI

Dissemination: Procedures & Recommendations

A major step in communicating these findings to the profession is the manner in which this report has been outlined. Chapters IV and V have been designed so that they have been published as a separate document with a brief preface entitled "Designing Paraprofessional Careers in the Educational Services." Many teachers and administrators do not care to examine an entire research report, and are more likely to send for and examine this shorter document.

- A. The Team Training Approach: The findings of Chapter V recommending that aides be trained with teachers and administrators who might work with them has a dissemination value. Members of such a team can be used as trainers in the school district when it is desirable and possible.
- B. Activities in Michigan
 - 1. Wayne County: All districts in Wayne County will receive copies of "Designing Paraprofessional Careers in the Educational Services." More will be made available at modest cost. This is a logical next step, in view of the training activities already completed and the cooperation of these districts in the work of this study. The Wayne County Intermediate School District will submit "Designing Paraprofessional Careers in the Educational Service" to appropriate journals.
 - 2. State Department of Education: We have kept in close touch with the State Department of Education not only through this study, but through project STADIS (Statewide Dissemination Service) a Title III, ESEA project. We will work with the Department of Education staff to carry on activities in the rest of the state, similar to those described for Wayne County.

C. Possible Steps for USOE

1. State Departments of Education: We recommend that the publication "Designing Paraprofessional Careers in the Educational Services" be sent to all chief state officers of education and coordinators of Title I ESEA for each state, and that additional copies be made available at cost. It may be additionally appropriate to discuss the findings at meetings involving associations of state level officers and their staffs.

In many states, intermediate offices can play important roles in program development and in the operation of training programs. It seems appropriate, therefore, to carry out the steps recommended for state departments at the intermediate level in selected states, if not in all states. We believe this publication should prove of such interest to Research and Development Agencies, such as regional laboratories.

2. We believe that USOE should initiate dialogue with representatives of the American Federation of Teachers and of the National Education Association about the findings of this study. Numerous articles received in our literature search discuss the threat, both real and psychological, to the teacher when paraprofessional programs are instituted. These articles and our findings discuss means of dealing effectively with such problems. Professional negotiations have increased in importance in recent years, both legally and in terms of distribution of real power.

It is therefore essential that these organizations be involved in such discussion, at national, state and local levels. Issues have already been made about the legal and/or contractual definition of the term paraprofessional. In addition, efforts have been made to develop licensing or certification procedures for paraprofessionals. If these efforts are to result in rational and educationally beneficial procedures, this recommendation is essential.

3. Many institutions of higher learning, particularly junior (community) colleges, are involved in training programs for paraprofessionals, usually for credit. It appears appropriate to distribute copies of "Designing Paraprofessional Careers in the Educational Services" to such institutions, and to discuss the findings at appropriate meetings. This recommendation can often lead to efforts integrated with those of 1 and 2, above.

4. Political action and decision making is integral to the funding of many, perhaps most programs which make paid employment of paraprofessionals possible. It is therefore appropriate to supply U. S. Senators and Congressmen and state level legislators, particularly those involved in committees concerned with educational legislation, with copies of "Designing Paraprofessional Careers in the Educational Services."
5. USOE may wish to consider a mailing of "Designing Paraprofessional Careers in the Educational Services," to the superintendents of the 26,000 local school districts in the U. S. An alternative could be to include all or part of the material in an issue of "American Education."
6. Many offices of USOE may have a working interest in these findings. In house distribution of this report should be carefully considered.

We do not claim to have listed all alternatives to be considered for USOE action. We believe the five presented provide a useful basis for national level decision making.

APPENDIX A
INSTRUMENTS

1. Teacher Aide Questionnaire -- Dec 1969
2. Resource Center Aide Questionnaire --
Dec 1969
3. Teacher Aide and Teacher Questionnaire --
July 1970
4. Paraprofessional Task Ratings -- April 1970
5. Teacher Aide Observation Record -- Feb,
March, 1970

QUESTIONNAIRE FOR JOB ANALYSIS

Designing New Careers in the Educational Services

WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT

69

The major purpose of this project is to identify and/or determine paraprofessional positions in education. A primary means of doing this is to examine positions already in existence in terms of the tasks performed and their difficulty. We are asking you to help us by responding to this questionnaire, which consists of a list of tasks performed by paraprofessionals in some positions. Please check only those tasks which you do, under the appropriate column, and answer the question regarding the difficulty of the task.

While we are requesting information about you on the next page, we do not want your name. Individual responses to these questions are confidential, and will be seen only by the staff of the Designing New Careers Project.

Thanks for your help,

Allen L. Bernstein,
Project Director

Project No. 9-0356
Grant No. OEG 5-9-320256-0069
Bureau of Research, Office of Education
Department of Health, Education, and Welfare

December, 1969, #1

Job Title _____
Experience _____ years _____ months

Did you have a training program? Yes _____ No _____

School District _____

Sex: Male _____ Female _____

Check One: Elementary _____

Junior High _____

Senior High _____

Age: 17-19 _____

20-22 _____

23-27 _____

27-30 _____

30-40 _____

40-65 _____

66 or over _____

This task is of _____ difficulty
No _____ Moderate _____ Great _____
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /
Please write a number according to
this scale for each task checked.

A. I. Clerical Tasks		Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
1. Taking Roll							
2. Collecting: Lunch Money							
Recording: Lunch Count							
milk money							
student semester fees							
Money for: charity drives							
school play							
photographs							
field trips							
parental permission slips							
3. Filing Correspondence in children's record: reports tests notes from parents							

This task is of _____ difficulty

No Moderate Great
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

71

I. Clerical Tasks (cont)		Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
Recording: Grade	Intelligence & Maturity Test Scores in school record						
	Books read by children						
	Assignment checkoffs						
	copies of addresses & telephone numbers						
	Marking attendance cards						
	Returning work after correction						
	Sorting papers to be corrected						
	3a. Averaging Grades						
4.	Checking mailbox						
5.	Accounting & Inventory of non-consumables						
	Cataloging books used in class						
6.	Checking locker combination lists for school records						
7.	Keeping substitute folder complete and up to date						
	Keeping school calendar complete and up to date						
8.	Distributing notices to children						
	Posting room & school notices						

This task is of _____ difficulty

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

	Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
I. Clerical Tasks (cont.)						
9. Copying anecdotal records in permanent ink						
Preparing Pupil Profiles						
Preparing & Plotting sociogram results						
Preparing Interest inventory data for planning						
Copying reports for cumulative records						
10. Filling out requisitions (Supplies, AV equipment & films)						
11. Transferring attendance records to state or school forms						
12. Making out conference appointment schedules						
13. Writing date on board						
14. Duplicating Instructional Materials typing, collating						
Typing worksheet						
Organizing Picture File						
Filing used stencils						
14a. Preparing Transparencies						
15. Stapling Papers						

This task is of _____ difficulty

No Moderate Great

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

I. Clerical Tasks (cont)	Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
16. Correcting workbooks, standardized tests						
17. Typing and/or duplicating children's creative work						
class newspaper (also proof-reading)						
play scripts						
Copying experience story from board - typing stencil						
18. Making name tags						
19. Cutting construction paper or roll paper for art						
Cutting Manila paper for books covers						
Cutting out letters for bulletin board or flannel board						
Preparing bulletin board						
Sorting pictures, tracing pictures						
Making scratch pads						
Stapling story to cover of individual reading booklet						
Trimming large sheets of paper						

This task is of _____ difficulty

No Moderate Great

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

II. Housekeeping Tasks	Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
1. Maintaining an orderly classroom: (school)						
Picking up paper						
Closing lockers left open						
Straightening room after dismissal (shades, drapes, chalkboard, sink, etc.)						
Unlock door in morning; lock up after dismissal						
Washing chalkboard						
Regulating thermostat						
Washing & ironing doll clothes						
Straightening teachers desk, changing desk blotter						
Watering plants						
Dusting shelves & closets - installing shelf paper						
Adjusting draperies						
Rearranging room layout						
Watering, cutting flowers						

This task is of _____ difficulty

No Moderate Great
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

II. Housekeeping Tasks (cont.)			Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comment
2.	Dispensing supplies to children, obtaining and storing supplies:						
	Passing out sports equipment						
	Checking books out of classroom library						
	Obtaining (returning) instructional equipment						
	Arranging materials for accessibility						
3.	Distributing lessons and/or books						
	Obtaining, keeping on hand extra erasers, pencils, scissors, rulers, etc. for children who need them						
	Check children for orderly housekeeping:						
	Checking desks and lockers						
	Keeping reference books orderly						

This task is of _____ difficulty

No Moderate Great

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

II. Housekeeping Tasks		Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
4. Preparing supplies for use, repairing and maintaining supplies and equipment							
Cleaning paint brushes, mixing paints							
Putting down drop cloth							
Sharpening pencils							
Filling paste jars							
Filling stapler							
Setting up AV equipment							
Repairing books							
Doing preventative maintenance on AV equipment							
5. Packing, storing, rearranging: Packing up AV equipment and films							
Packing & storing bulletin board materials							
Storing instructional objects							
Removing obsolete & damaged materials							

This task is of _____ difficulty

No _____ Moderate _____ Great _____
 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

	Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
III.						
3a. Writing student permission slips						
Checking with office re: absence						
Collecting book fines & returning to library						
Checking locker combination for forgetful students						
Greeting children as they arrive in school						
3b. Assisting children to tie shoelaces						
zip zippers						
button buttons						
tie scarves						
Encouraging a child to finish his work						
Helping children catch up missed work						
Helping child's hand as he writes name in sand, salt or finger paint, manipulates a paint brush, scissors.						
Listening to oral reading by children						

This task is of _____ difficulty

No Moderate Great
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

		Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
III. (cont)						
Making flashcards of words in child's experience						
Gathering books and past assignments for parents of sick child						
Using drill cards with individual children						
Copying assignments for absent students						
3c. Chatting (+)						
3d. Taking children to nurse, doctor, or hospital						
Administering first aid to children						

This task is of _____ difficulty

No Moderate Great
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

	Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
IV. Prepare for and/or work with groups of students:						
a. Lining up students to pass in the halls for a special class						
Distributing cookies and milk						
Assigning house-keeping tasks to individual students						
Pinning notices to children's coats						
Asking students to put all materials away before lunch						
Calling class to attention when bell rings						
Reading menu for lunch						
Taking children to library						
Writing class schedule on chalk-board						
b1 - with materials						
Correcting homework.						
informal tests						
tests with a key						
Collecting & displaying pictures, objects, realia, models, etc.						
Collecting supplementary books and materials for instruction						
Displaying pupil work						

This task is of _____ difficulty

No _____ Moderate _____ Great _____
 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

		Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
IV. Prepare for and/or work with groups of students: (cont)						
b1 - with materials (cont)						
Making a picture dictionary with magazine pictures						
Making a chart listing the descriptive words pupils have used.						
Drawing map on board						
Ironing wax paper crayon drawings						
Producing and arranging special hall bulletin boards & show case displays						
Setting up equipment for making Christmas gifts						
Checking student progress with SRA reading materials						
Drawing pictures for ditto						
Putting lessons for the next day on the blackboard						
Making arithmetic flip charts						
Putting up maps, pictures, articles on bulletin board for current events or units						
Writing new words on the board						
Making puzzles						
Scanning magazines for bulletin board ideas						

This task is of difficulty
 No Moderate Great
 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /
 Please write a number according to this scale for each task checked.

IV. Prepare for and/or work with groups of students: (cont)	Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
b2 - with students (cont)						
Asking children to categorize objects separate objects by color						
Asking questions about the sequence of events in a story						
Leading children in an exercise of: left to right hand movement						
left to right eye movement						
Helping children design covers for individualized reading booklets						
Making manuscript letters with arm movements in the air						
Assisting small groups of children with their use of AV equipment						
Helping to edit pupil-produced tapes and visual presentations						
Helping small children wrap Christmas gifts						
Unicrating at sports games on playground(lunch time, recess)						
Writing an assignment on board						
Answering questions on seatwork directions						

This task is of _____ difficulty

No _____ Moderate _____ Great
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

IV. Prepare for and/or work with groups of students: (cont)	Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
b2 - with students: (cont)						
ABC's						
color words						
flash cards						
Helping children: learn parts of a book (contents, index, etc.)						
walk a balance beam by holding their hands						
Reviewing words introduced to students in a recent assignment						
Showing children how to make dioramas						
Checking reading file to see if it is being kept up to date by students						
Showing children proper writing position						
Leading class in indoor game for rainy day recess						
Playing "Word Bingo" with reading group						

This task is of _____ difficulty

No Moderate Great
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

	Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
IV. Prepare for and/or work with groups of students: (cont)						
Assisting children in feeding animals						
Asking children to categorize opposites						
Dramatizing a story						
Demonstrating the care and handling of books						
Drilling group on: color recognition						
numerical recognition						
long and short vowel sounds						
correct cursive writing						
proper manuscript writing form						
consonant sounds						
V. Talk to teacher						
a. Organizational						
b. Evaluation and Planning						
c. Chatting (small talk)						
VI. Take or make phone call						

59 This task is of _____ difficulty

No Moderate Great
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

	Daily	Less than Daily At Least Weekly	6 - 20 Times Per Year	Less than 6 Times Per Year	Difficulty	Comments
VII. Monitoring						
Supervising student rest period, recess						
Checking student passes and hall activity including prevention of running						
Checking lavatories						
Supervising toileting						
Taking children to: gym						
office						
VIII. Reading:						
School literature (memoranda, regulations, schedules, etc.						
Educational material (textbooks, library books, journals, teacher's manuals, etc.						
Other						
IX. Other activities not listed above, please describe:						

QUESTIONNAIRE FOR JOB ANALYSIS

Designing New Careers in the Educational Services

WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT

The major purpose of this project is to identify and/or determine paraprofessional positions in education. A primary means of doing this is to examine positions already in existence in terms of the tasks performed and their difficulty. We are asking you to help us by responding to this questionnaire, which consists of a list of tasks performed by paraprofessionals in some positions. Please check only those tasks which you do, under the appropriate column, and answer the question regarding the difficulty of the task.

While we are requesting information about you on the next page, we do not want your name. Individual responses to these questions are confidential, and will be seen only by the staff of the Designing New Careers Project.

Thanks for your help,

Allen L. Bernstein,
Project Director

Project No. 9-0356
Grant No. OEG 5-9-320256-0069
Bureau of Research, Office of Education
Department of Health, Education, and Welfare

December, 1969 #2

School District _____

Job Title _____

Check One: Elementary _____

Junior High _____

Senior High _____

Experience _____ years _____ months

Did you have a training program? Yes _____ No _____

Sex: Male _____ Female _____

Age: 17-19 _____

20-22 _____

23-27 _____

27-30 _____

30-40 _____

40-65 _____

66 or over _____

This task is of _____ difficulty
No _____ Moderate _____ Great _____
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

B. I. Clerical Tasks	Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
1. Order materials:						
Pull order cards						
Search for incorrect orders						
Check for purchase information						
Type requisition						
1a. Books - fill in orders						
1b. AV equipment & supplies, order films						
Consult catalogue for new equipment						

This task is of _____ difficulty
No _____ Moderate _____ Great
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

	Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
1. Clerical Tasks (cont)						
2. Receive, catalogue, code and store materials						
Check new materials against invoices						
Verify catalogue & order cards						
2a. Books						
Sort books into categories						
Stamp books (school name)						
Help to classify books						
Mark book spines						
2b. AV						
Mark tapes, boxes, lecture tapes, visual materials, etc. for identification						
Record material identification on record sheets						
Check in films						

This task is of difficulty
 No Moderate Great
 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

I. Clerical Tasks (cont)			Less Than Daily	At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
3. Record and file information: Keep modular attendance record for reports								
Type magazine circulation cards								
Categorize circulation count								
File book cards for circulation								
File catalogue cards (several files)								
Interfile inventory cards								
Correct catalogue cards - cataloguing errors								
Type cards - Punch IBM cards								
Sort catalogue cards (as into authors, subject, title categories								
Sign receiving slips for record return copies to central office								
Inventory resources, mark cards with inventory information								
4. Tasks involved with circulation:								
Collect book fines								
Check in books								
Write overdue notices								
Stamp book cards								
Check student ID cards								

This task is of _____ difficulty

No Moderate Great
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

		Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
5. Notices and Materials						
Sort mail						
Duplicate notices						
Duplicate teacher tests or material						
6. Maintenance and Repair						
Make reports on needed maintenance						
Write bindery order						

This task is of _____ difficulty

61 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

	Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
II. Housekeeping						
1. Room order and use						
Pick up books, magazines at end of period						
Hang up newspapers						
Straighten furniture						
Turn on equipment						
Water plants						
Put reserve signs on tables						
Fix new cases						
Gather material for cases						
Mount pictures						
2. Books - Ordering, Processing, Receiving, Repairing, Issuing						
Process magazines for use						
Issue magazines from stacks						
Find books, shelve books						
Paste card pockets						
Count books in cartons						
Check-in new books, books from bindery						
Collect books for rebinding						
Rearrange books, shelve new books						

This task is of _____ difficulty

No _____ Moderate _____ Great
/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

II. Housekeeping (cont)			Less Than Daily At Least	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
3. AV equipment and supplies - Ordering, receiving, repairing, issuance and receipt, maintenance, preparation, delivery	Erase tapes for reuse						
	Clean equipment (tape recorder heads)						
	Repair broken tapes						
	Write equipment repair orders						
	Issue and/or deliver equipment						
	Change bulbs						
	Prepare films for return						
	Issue and receive:						
	filmstrips						
	transparencies						
	slides						
	microfilm						
	film loops						
	records						
4. General Supplies	Tape slides						
	Order AV supplies						
	Unpack new AV equipment						
Order library supplies							

This task is of difficulty

No Moderate Great
 / 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /

Please write a number according to this scale for each task checked.

III. Talk to/with individual students	Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
a. Write passes for students						
b1. AV - put cartridge in tape disk						
Adjust headphones for students						
Adjust sound levels (hearing or speaking)						
Issue audio tapes						
Check lecture tape for audibility						
Make copies of audio tapes						
b2. Books - Help locate information (Readers Guide, card catalogue, books, etc.)						

This task is of 94 difficulty

No 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / Great

Please write a number according to this scale for each task checked.

IV. a. Materials (cont)		Daily	Less Than Daily At Least Weekly	6 - 20 Times Per Year	Less Than 6 Times Per Year	Difficulty	Comments
IV. a. Materials							
a. Materials							
Make transparencies for teachers, students							
Run: filmstrip projector							
8mm film loop projector							
record player							
Set up audio equipment in theatre or large group room							
Review AV materials							
Prepare displays							
Fix bulletin boards							
Assist teacher in bibliography preparation							
Prepare programs for students							
Write notices to department about new books							
Aid in preparing programs for administrators, parents							
Make audio tapes							
b. People:							
Demonstrate use of AV equipment in teachers' rooms							

Designing New Careers in the Educational Services
WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT

The attached questionnaire addresses itself to teacher aides. We are most interested in having professionals rate the same tasks for difficulty and importance. We are thus requesting that you complete the questionnaire. If you have worked with classroom aides, check off the tasks which the aide has performed working with you. The ratings for importance and difficulty are uniquely your own, not an estimate of how you think the aide feels.

If you have not worked with a teacher aide, the first four columns do not apply, but we want your estimates of difficulty and importance.

We do not want your name. Responses are confidential.

Please Complete:

Position _____

I have ☒ /

I have not ☒ /

worked with teacher aides.

Sincerely,

Allen L. Bernstein, Ed. D.
Project Director

ALB:kt

QUESTIONNAIRE FOR JOB ANALYSIS

Designing New Careers in the Educational Services

WAYNE COUNTY INTERMEDIATE SCHOOL DISTRICT

The major purpose of this project is to identify and/or determine paraprofessional positions in education. A primary means of doing this is to examine positions already in existence in terms of the tasks performed, their difficulty, and their importance. We are asking you to help us by responding to this questionnaire which consists of a list of tasks performed by teacher aides. Please check only those tasks which you do, under the appropriate column, and answer the questions regarding the difficulty and importance of the task.

While we are requesting information about you, we do not want your name. Individual responses to these questions are confidential, and will be seen only by the staff of the Designing New Careers Project.

Thanks for your help.

Allen L. Bernstein, Ed. D.
Project Director

Project No. 9-0356
Grant No. OEG-5-9-320256-0069
Bureau of Research, Office of Education
Department of Health, Education, and Welfare

July, 1970

The remainder of this instrument has the same items and first five columns of Instrument 1. The following instructions and two columns were added.

This task is of _____ importance to (1) learning;
(2) operating an orderly school

No			Some				Great	
1	2	3	4	5	6	7	8	9

Importance to Learning	Importance to Smooth Operation of the School

THE PARAPROFESSIONAL ROLE—RESPONSE SHEET

Check One

Teacher-----

Aide -----

Administrator---

Other-----

(Please explain_____)

District or

School_____

Date_____

Code_____

Appropriate		Inappropriate	Appropriate		Inappropriate
A	1		F	1	
	2			2	
	3			3	
	4			4	
	5			5	
B	1		G	1	
	2			2	
	3			3	
	4			4	
	5			5	
C	1		H	1	
	2			2	
	3			3	
	4			4	
	5			5	
D	1		I	1	
	2			2	
	3			3	
	4			4	
	5			5	
E	1		J	1	
	2			2	
	3			3	
	4			4	
	5			5	

PARAPROFESSIONAL TASK RATINGS

- A.
 - 1. RECORDING DAILY WORK INTO GRADE BOOK
 - 2. TAKING ROLL
 - 3. FILING CORRESPONDENCE AND OTHER REPORTS IN CHILDREN'S RECORDS
 - 4. GIVING MOST ATTENTION TO THE PUPILS WHOM YOU KNOW BEST
 - 5. STOPPING PUPILS FROM FIGHTING
- B.
 - 1. PREPARING AUDIO-VISUAL MATERIALS SUCH AS CHARTS AT THE REQUEST OF THE TEACHER
 - 2. PREVENTING PUPILS FROM RUNNING IN THE HALLS
 - 3. SUPERVISING CHILDREN DURING SHORT REST PERIODS
 - 4. COMFORTING AND SUPPORTING A PUPIL WHO FEELS HE HAS BEEN TREATED UNFAIRLY BY THE TEACHER
 - 5. LISTENING TO A PUPIL TELL A STORY

C. 1. PICKING UP PAPER FROM FLOOR**2. CHECKING LAVATORIES****3. CLARIFYING TEACHER'S ASSIGNMENT FOR A PUPIL****4. KEEPING CLASSROOM REFERENCE BOOKS ORDERLY****5. INTERESTING A RESTLESS PUPIL IN SOME OF THE AVAILABLE ACTIVITIES****D. 1. KEEPING PUPILS WHO TALK SLOWLY AND HESITANTLY FROM WASTING THE CLASS' TIME****2. WASHING CHALKBOARDS****3. PASSING OUT EQUIPMENT FOR GAMES****4. MAKING EXCEPTIONS TO RULES WHERE YOU BELIEVE THEM TO BE WRONG****5. COPYING ASSIGNMENTS FOR ABSENT PUPILS**

E. 1. ASSISTING CHILDREN TO CLOSE ZIPPERS

2. TALKING WITH PARENTS AND INTERPRETING PARENTAL CONCERN TO TEACHERS

3. RECORDING TEST RESULTS INTO GRADE BOOK

4. OPERATING EQUIPMENT SUCH AS MOVIE PROJECTOR, SLIDE PROJECTOR, TAPE RECORDER

5. WASHING A PUPIL'S MOUTH WITH SOAP WHEN HE SWEARS

F. 1. COLLECTING MONEY FROM PUPILS FOR MILK

2. TALKING QUIETLY TO A PUPIL WHO IS UPSET

3. OBSERVING DAILY HEALTH CONDITIONS OF PUPILS

4. KEEPING SCHOOL CALENDAR UP-TO-DATE

5. CHECKING OUT BOOKS FROM CLASSROOM LIBRARY

- G.**
- 1. STRAIGHTENING ROOM AFTER DISMISSAL--REPLACING CHAIRS, ADJUSTING SHADES, CLEANING SINK**
 - 2. TAKING CHARGE OF A SMALL GROUP WHICH IS WORKING ON A SPECIAL PROJECT WHILE THE TEACHER WORKS WITH ANOTHER GROUP**
 - 3. TAKING A SMALL GROUP OF PUPILS ON A WALK IN THE NEIGHBORHOOD**
 - 4. POSTING ROOM AND SCHOOL NOTICES FOR PUPILS**
 - 5. AVERAGING GRADES FOR REPORT CARDS**
- H.**
- 1. ATTENDING PARENT-SCHOOL MEETINGS**
 - 2. CATALOGING BOOKS USED IN CLASS; TAKING INVENTORY OF CONSUMABLE MATERIALS**
 - 3. FINISHING A SLOW PUPIL'S WORK FOR HIM**
 - 4. TAKING CHARGE OF A CLASSROOM FOR SHORT PERIOD WHEN AN EMERGENCY ARISES**
 - 5. ACTING OUT STORIES WITH PUPILS**

OBSERVATION RECORD - TEACHER AIDE BEHAVIORS

	A.M.	P.M.	AFTER SCHOOL	OTHER (NOTE CIR- CUMSTANCES)
1. Clerical				
2. Housekeeping (Supplies, etc.)				
3. Talk to/Work with indi- vidual student.				
a. Institutional				
b. Instructional				
c. Chatting (†)				
d. Health activities				
4. Prepare for and/or work with group of students				
a. Institutional				
b. Instructional				
c. Chatting (†)				
d. Observing children's behavior and writing observations				

- 5. Talk to teacher
 - a. Organizational
 - b. Evaluation and planning
 - c. Chatting (small talk)
- 6. Take or make phone call
- 7. Monitoring
- 8. Reading
- 9. Idle
- 10. Other

Notes and Comments:

REMARKS:

STARTING TIME _____ CLOSING TIME _____

Research: Designing Paraprofessional Careers
8/25/69

Designing New Careers in the Educational Services
FORM C

1. Was this a typical day? If not, why?

2. The climate in this classroom for this observation period was:

Unhappy	Quiet	Happy
/ 1 / / / / 5 / / / / 9 /		
Unproductive	Productive	
/ 1 / / / / / / / 9 /		
Tense (hostile)	Relaxed	
/ 1 / / / / / / / 9 /		

COMMENTS:

17. Nankin Mills School District, "A Differentiated Special Education Staff Phase II." Final Evaluation and Report, conducted in the Nankin Mills School District, Westland, Michigan, a project funded under ESEA, Title VI, State Project 69-024, 1965.
18. A Statement by the National Commission on Teacher Education and Professional Standards, Auxiliary School Personnel. Washington, D. C. : National Education Association of the U.S. Publications-Sales Section, (1967), Stock No. 381-11794.
19. National Education Association, "The Teacher and His Staff Selected Demonstration Centers." Washington, D. C. : NEA, 1967.
Describes 20 demonstration center programs, most with teacher aide service. No operational information.
20. **Neubacher, James, "Great Cities School Improvement Project Annual Report 1968-69." Detroit Public Schools.
Excellent training report. Includes one reading achievement experiment.
21. New York State Education Department, Albany Division of Teacher Education and Certification, "Guidelines for Career Development of Auxiliary Personnel in Education."
Can be obtained from: ERIC Document Reproduction Service, Bethesda, Maryland (ED 029 829).
22. Noar, Gertrude, "Teacher Aides at Work." Washington, D. C. : NEA., Stock No. 381-11798, (1967).
23. Ott, Conrad C., "Suggested Guidelines for the Volunteer Program in the Akron Public Schools." Akron Public Schools, February, 1969.
Provides job descriptions for six positions, with administrative regulations.
24. **Riesman, Frank and Garner, Alan, "The Instructional Aide: New Developments." New York, N. Y. : New York University, New Careers Development Center.
Can be obtained from: ERIC Document Reproduction Service, Bethesda, Maryland (ED 029 832).
Consistent. Data indicates use of aides improve reading performance.

25. Schmitthuasler, Carl Marvin, "Analysis of Programs Using Nonprofessional Teacher Helpers in Public Elementary School Classrooms." Berkeley, California: University of California.
26. The Southwest Regional Laboratory for Educational Research and Development, "The Parent-Assisted Learning Program." Inglewood, California: The Southwest Regional Laboroatory for Eduational Research and Development.
27. The Southwest Regional Laboratory for Educational Research and Development, "The Tutorial Program." Inglewood, California: The Southwest Regional Laboratory for Educational Research and Development.
28. **Steere, Caryl, et al. "Indian Teacher-Aide Handbook." Arizona State University, College of Education.
Can be obtained from: ERIC Document Reproduction Service, Bethesda, Maryland (ED 024 488).
A good teacher training guide.
29. Steinberg, Sheldon S. and Fishman, Jacob, K., "New Careers: The Teacher Aide." Washington, D. C.: New Careers Institute University.
Can be obtained from: ERIC Document Reproduction Service, Bethesda, Maryland (ED 025 470).
Consistent.
30. Tanner, Laurel N. and Tanner, Daniel, "The Role of Para-professionals in the Schools: A National Study." Bethesda, Maryland: ERIC Document Reproduction Service, March, 1969, (ED 027 896).
A legal study. Although the use of teacher aides is nationwide, the study found no discernible direction or trend in the definition of their role or function.
31. Weber, George H. and Palmer, Diane, "New Careers: Problems." American Education, April, 1969.